

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Riverview STEM Academy	34673300129676	August 23, 2023	September 21, 2023

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

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

School Vision and Mission

Vision Statement:

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

Mission Statement - What are we going to do to support our school's Vision:

1. Focus on essential standards work through STEM Integration and PLCs.
2. Provide visual evidence as a driver for equity.
3. Develop STEM identity and motto.
4. Create and Implement cohesive SEL progression.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Riverview STEM Academy will be surveying its parent base about school related topics. We are looking to understand the areas in which parents would like more education/information. Topics include Science Technology Engineering and Math (STEM), Homework strategies for parents, Common Core State Standards, Internet Safety, Transitioning to Middle School, Social Emotional Learning, and more. After the results are received, we will use the talented professionals at our school, or outside vendors, to present workshops or informational nights. We look forward to making connections with the families we serve.

Our 5th grade students participate in the California Healthy Kids Survey (CHKS) each Fall. CHKS is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. Across California, the CHKS has led to a better understanding of the relationship between students' health behaviors and academic performance and is frequently cited by state policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention, and youth development programs. It can be easily customized to meet local needs, interests, and standards, and provides a means to confidentially obtain data on student knowledge, attitudes, and perceptions about the topics it covers.

Riverview STEM Academy will conduct a School Effectiveness Survey with teachers and classified staff. The staff will be asked to rate the following topics on a rubric ranging from exceptionally strong to the current barrier of the instructional program. Survey Topics Include Guaranteed and Viable Curriculum, Challenging Goals and Effective Feedback, Overall Site Collegiality and Professionalism, Student Motivation, Instruction, Classroom Curriculum Design, and Parent Participation. Results will be shared internally with the certificated staff, the School Site Council (SSC), and the Leadership team.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations for Probationary teachers are twice in the Fall, and twice in the Spring. Tenured teacher formal evaluation is once in the Fall, and once in the Spring. We have an electronic teacher evaluation process, Talent Ed - Perform, that houses our evaluation forms. This program helps track timelines and stores the evaluation forms electronically.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

California Assessment of Student Performance and Progress (CAASPP), Renaissance, English Language Proficiency Assessments for California (ELPAC), and curriculum-embedded assessment data are used throughout the year to determine instructional groups, drive interventions/enrichment, and identify patterns of strengths and weaknesses over time. Renaissance diagnostic and growth monitoring assessments are administered to monitor student progress. We have additional district curriculum assessments that are given to appropriately monitor student progress including fluency assessments, Benchmark weekly (formative), Benchmark Unit (summative), enVision Math topic tests, and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) mastery tests. These results are used to plan instruction and provide interventions, as needed. Teachers participate in Professional Learning Communities (PLCs) to work collaboratively to find ways to effectively maximize student achievement. The Every Student By Name (ESBN) meetings throughout the year provide structure and accountability around these common assessments and help us target resources to students who need additional support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers collaborate via Professional Learning Communities (PLCs), and they use programs such as Illuminate and Renaissance to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct Renaissance and curricular assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results direct discussions among staff to support the increase in student learning support and progress, through the PLC and intervention process. Benchmark Advance provides teachers with online assessment tools that can be disaggregated in a number of ways including by-student-by-standard. Tier one instruction is supported through whole class data analysis, and tier two interventions and amplifications are supported. Need: More professional development around the Illuminate platform, specifically on how to create common assessments around individual standards and sub standards by grade level teams is needed to deepen the practice of forming specific student groups and evaluating the effectiveness of Multi-Tiered System of Support (MTSS) interventions/amplifications.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are highly qualified and credentialed. All of our teachers are certified in the STEM Project Lead the Way (PLTW) program. Most teachers are certified in teaching Gifted and Talented Education (GATE) or are in the process.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. All teachers are appropriately, and properly credentialed, and participate in ongoing Professional Development (PD) focused on Common Core, Next Generation Science Standards, Computer Science Standards, Data Analysis (Renaissance and Illuminate) and Professional Learning Communities (PLC's).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff are provided district, site, and professional developed targeted Professional Development (PD) to meet their ongoing needs. All Professional Development is based on common core instruction while implementing practical applications.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District and site level coaches are provided as needed and provide ongoing support for staff. Professional Development release days are provided for teachers to gain insight and a deeper understanding of the core curriculum. These PD days/collaborations center around curriculum delivery and need analysis. Our site utilizes the support, and expertise of an intervention specialist five days a week, who analyzes, and supports MTSS implementation in grades K - 5. We also incorporate outside professionals as needed, allotted, or available.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate in PLC meetings, staff meetings, grade level meetings, or committee meetings. Formal Every Student by Name meetings are conducted with the administration at least 3 times a year, in which Smart Goals are set, analyzed, and modified with assessment data (formal and informal).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

State and research-based materials are used to support instruction, with Common Core State Standards (CCSS) as the base of instruction. District adopted curriculum and other support materials are used, i.e., Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Renaissance, leveled-readers, Junior Great Books, and Project Lead the Way science modules. The teaching staff is participating in district staff development as it relates to the implementation of Common Core State Standards aligned curriculum. History-Social Science (HSS) and (NGSS) aligned curriculum has been adopted and implemented as well.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

State instructional minutes are met, and extended day programs are used in addition to meet the instructional needs of students. Language Arts and Math (core curriculum) times are protected from interruptions or pull out supports to help maintain the fidelity and integrity of academic programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District and site guides are used and allow teachers to monitor progress. District assessment windows allow teachers to monitor student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to such materials as Lexia Core 5, SIPPS, Accelerated Reader, and more.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the usage of supplemental curriculum including, but not limited to; SIPPS, Accelerated Reader, Accelerated Math, Lexia Core 5, Handwriting Without Tears, Code.org, Education City, Project Lead the Way, Amplify, Mystery Science, Elementary Is Engineering, and other STEM curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified through the Every Student by Name conferences, and by teacher input as underperforming and/or at risk are offered additional intervention instruction during the day in an extended day format. Gifted and accelerated students are provided challenge, and enrichment in class, and in leveled groups throughout the day. Riverview STEM Academy uses a collaborative model of instructional delivery based on a learning center model that provides for push-in support, and collaborative groups to best meet the needs of students.

Evidence-based educational practices to raise student achievement

Research-based educational practices are shared at staff and collaboration meetings on a regular basis. Staff has the regular opportunity to review and discuss research related to student achievement and Professional Development. District Professional Development supports teachers in learning new research-based practices. Teachers implement new strategies into their regular classroom instruction. Evidence of these practices is observed during classroom observations. Student outcomes in response to these practices are reviewed and analyzed for continued improvement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District services are provided. Parent volunteer's opportunities, family events, and parent workshops are available. Riverview STEM Academy provides a thorough Back to School Night, Open House-STEM Showcase, committee meetings, and principal/parent get togethers to facilitate better parent communication and home-school communication.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

District services are provided as needed or allotted. Site plans and goals are reviewed by staff, parents, and community through PTA, School Site Council, parent meetings, English Learner Advisory Committee (ELAC) meetings, and an open-door policy. School Site Council is composed of 5 or more parents and 5 or more school staff.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District services and funding are provided for the direct support of the classroom, materials and supplies, as well as staff development. Staff and student needs are monitored as budget allows throughout the year.

Fiscal support (EPC)

Riverview STEM Academy identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, PTA fund raisers, and grants support us in achieving our goals.

Educational Partner Involvement

How, when, and with whom did the 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

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

Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee and Chat with Mrs. Powell.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.59%	0		2
African American	2.81%	3.3%	2.97%	10	11	10
Asian	31.74%	38.2%	40.06%	113	129	135
Filipino	1.12%	1.8%	1.19%	4	6	4
Hispanic/Latino	16.29%	14.2%	13.95%	58	48	47
Pacific Islander	0%	0.3%	%	0	1	
White	35.11%	30.5%	29.97%	125	103	101
Multiple/No Response	12.92%	11.8%	11.28%	46	40	38
Total Enrollment				356	338	337

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	60	59	59
Grade 1	60	58	60
Grade 2	59	60	60
Grade3	61	54	59
Grade 4	60	57	51
Grade 5	56	50	48
Total Enrollment	356	338	337

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	45	48	35	12.6%	14.20%	10.4%
Fluent English Proficient (FEP)	56	62	82	15.7%	18.30%	24.3%
Reclassified Fluent English Proficient (RFEP)	1	6		3.3%	12.5%	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	57	59	59	0	59	59	0	59	100	0.0	100.0
Grade 4	58	57	50	58	0	50	58	0	50	100	0.0	100.0
Grade 5	43	50	49	42	0	49	42	0	49	97.7	0.0	100.0
All Grades	160	164	158	159	0	158	159	0	158	99.4	0.0	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2509.		2511.	61.02		66.10	28.81		22.03	8.47		8.47	1.69		3.39
Grade 4	2555.		2541.	65.52		60.00	20.69		18.00	10.34		18.00	3.45		4.00
Grade 5	2585.		2578.	52.38		51.02	30.95		34.69	11.90		8.16	4.76		6.12
All Grades	N/A	N/A	N/A	60.38		59.49	26.42		24.68	10.06		11.39	3.14		4.43

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	64.41		42.37	33.90		54.24	1.69		3.39
Grade 4	63.79		50.00	34.48		48.00	1.72		2.00
Grade 5	69.05		48.98	26.19		48.98	4.76		2.04
All Grades	65.41		46.84	32.08		50.63	2.52		2.53

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.37		38.98	49.15		54.24	8.47		6.78
Grade 4	46.55		32.00	50.00		60.00	3.45		8.00
Grade 5	59.52		40.82	35.71		53.06	4.76		6.12
All Grades	48.43		37.34	45.91		55.70	5.66		6.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.63		33.90	42.37		66.10	0.00		0.00
Grade 4	46.55		38.00	51.72		58.00	1.72		4.00
Grade 5	42.86		28.57	50.00		69.39	7.14		2.04
All Grades	49.69		33.54	47.80		64.56	2.52		1.90

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.54		44.07	42.37		49.15	5.08		6.78
Grade 4	53.45		28.00	41.38		70.00	5.17		2.00
Grade 5	47.62		30.61	40.48		61.22	11.90		8.16
All Grades	51.57		34.81	41.51		59.49	6.92		5.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	59	57	59	59	0	59	59	0	59	100	0.0	100.0
Grade 4	58	57	50	58	0	50	58	0	50	100	0.0	100.0
Grade 5	43	50	49	42	0	49	42	0	49	97.7	0.0	100.0
All Grades	160	164	158	159	0	158	159	0	158	99.4	0.0	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2509.		2532.	57.63		62.71	23.73		28.81	16.95		6.78	1.69		1.69
Grade 4	2550.		2533.	51.72		50.00	34.48		24.00	10.34		20.00	3.45		6.00
Grade 5	2568.		2570.	47.62		53.06	9.52		18.37	33.33		14.29	9.52		14.29
All Grades	N/A	N/A	N/A	52.83		55.70	23.90		24.05	18.87		13.29	4.40		6.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71.19		74.58	20.34		22.03	8.47		3.39
Grade 4	65.52		54.00	29.31		38.00	5.17		8.00
Grade 5	47.62		46.94	33.33		46.94	19.05		6.12
All Grades	62.89		59.49	27.04		34.81	10.06		5.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.63		55.93	40.68		40.68	1.69		3.39
Grade 4	50.00		42.00	46.55		46.00	3.45		12.00
Grade 5	50.00		42.86	40.48		44.90	9.52		12.24
All Grades	52.83		47.47	42.77		43.67	4.40		8.86

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	61.02		61.02	32.20		35.59	6.78		3.39
Grade 4	58.62		50.00	34.48		44.00	6.90		6.00
Grade 5	40.48		34.69	52.38		59.18	7.14		6.12
All Grades	54.72		49.37	38.36		45.57	6.92		5.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

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

School and Student Performance Data

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	1451.7	*	*	1449.2	*	*	1457.4	10	10	11
1	1498.1	*	*	1486.4	*	*	1509.4	*	*	14	7	6
2	*	1572.3	*	*	1569.6	*	*	1574.3	*	7	12	4
3		1522.7	*		1533.1	*		1512.0	*		13	4
4		*	*		*	*		*	*		*	6
All Grades										31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11
1	21.43	*	*	71.43	*	*	7.14	*	*	0.00	*	*	14	*	*
2	*	75.00	*	*	25.00	*	*	0.00	*	*	0.00	*	*	12	*
3		46.15	*		30.77	*		15.38	*		7.69	*		13	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	29.03	53.33	24.24	58.06	35.56	60.61	12.90	8.89	15.15	0.00	2.22	0.00	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11
1	42.86	*	*	42.86	*	*	14.29	*	*	0.00	*	*	14	*	*
2	*	83.33	*	*	16.67	*	*	0.00	*	*	0.00	*	*	12	*
3		53.85	*		38.46	*		7.69	*		0.00	*		13	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	41.94	64.44	39.39	45.16	28.89	42.42	12.90	6.67	18.18	0.00	0.00	0.00	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09	*	*	11
1	35.71	*	*	42.86	*	*	21.43	*	*	0.00	*	*	14	*	*
2	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12	*
3		15.38	*		38.46	*		30.77	*		15.38	*		13	*
4		*	*		*	*		*	*		*	*		*	*
All Grades	32.26	33.33	18.18	48.39	42.22	48.48	19.35	20.00	30.30	0.00	4.44	3.03	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
1	64.29	*	*	35.71	*	*	0.00	*	*	14	*	*
2	*	83.33	*	*	16.67	*	*	0.00	*	*	12	*
3		46.15	*		30.77	*		23.08	*		13	*
4		*	*		*	*		*	*		*	*
All Grades	58.06	57.78	57.58	41.94	35.56	39.39	0.00	6.67	3.03	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
1	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
2	*	83.33	*	*	16.67	*	*	0.00	*	*	12	*
3		92.31	*		7.69	*		0.00	*		13	*
4		*	*		*	*		*	*		*	*
All Grades	32.26	75.56	36.36	61.29	24.44	54.55	6.45	0.00	9.09	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
1	64.29	*	*	28.57	*	*	7.14	*	*	14	*	*
2	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*
3		23.08	*		53.85	*		23.08	*		13	*
4		*	*		*	*		*	*		*	*
All Grades	35.48	44.44	21.21	61.29	48.89	72.73	3.23	6.67	6.06	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
1	35.71	*	*	64.29	*	*	0.00	*	*	14	*	*
2	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
3		15.38	*		69.23	*		15.38	*		13	*
4		*	*		*	*		*	*		*	*
All Grades	51.61	42.22	39.39	48.39	53.33	54.55	0.00	4.44	6.06	31	45	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We continue to support our EL students and see the reclassifications consistently taking place, resulting in many students Reclassification Fluent English Proficient (RFEP).
2. We are not seeing the growth we would like to see on the ELPAC, making a strong case for our need for a Bilingual Instructional Aide with targeted, researched based intervention strategies.
3. We administered the ELPAC in 2023 and had a high RFEP percentage.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
337	15.7	10.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Riverview STEM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	10.4
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	53	15.7
Students with Disabilities	16	4.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	3.0
American Indian	2	0.6
Asian	135	40.1
Filipino	4	1.2
Hispanic	47	13.9
Two or More Races	38	11.3
Pacific Islander		
White	101	30.0

Conclusions based on this data:

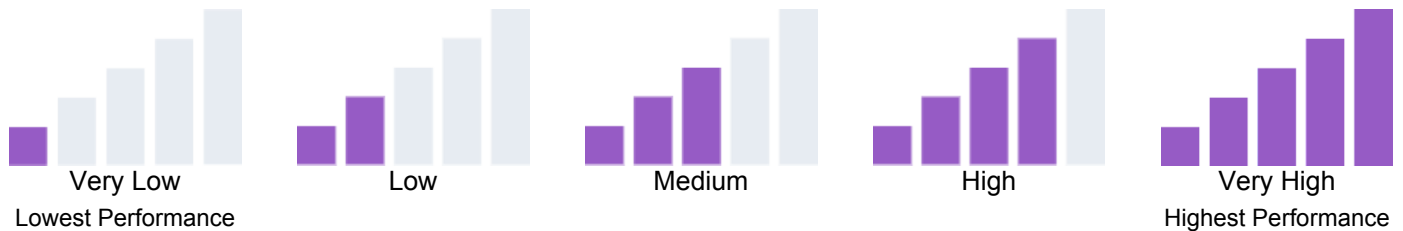
1. Our students with disabilities group are increasing.
2. Riverview STEM Academy has a significantly low homeless student group 0.6%.
3. Our school is very diverse, and this should be the lens we use to make all site-based decisions for our school.

School and Student Performance Data

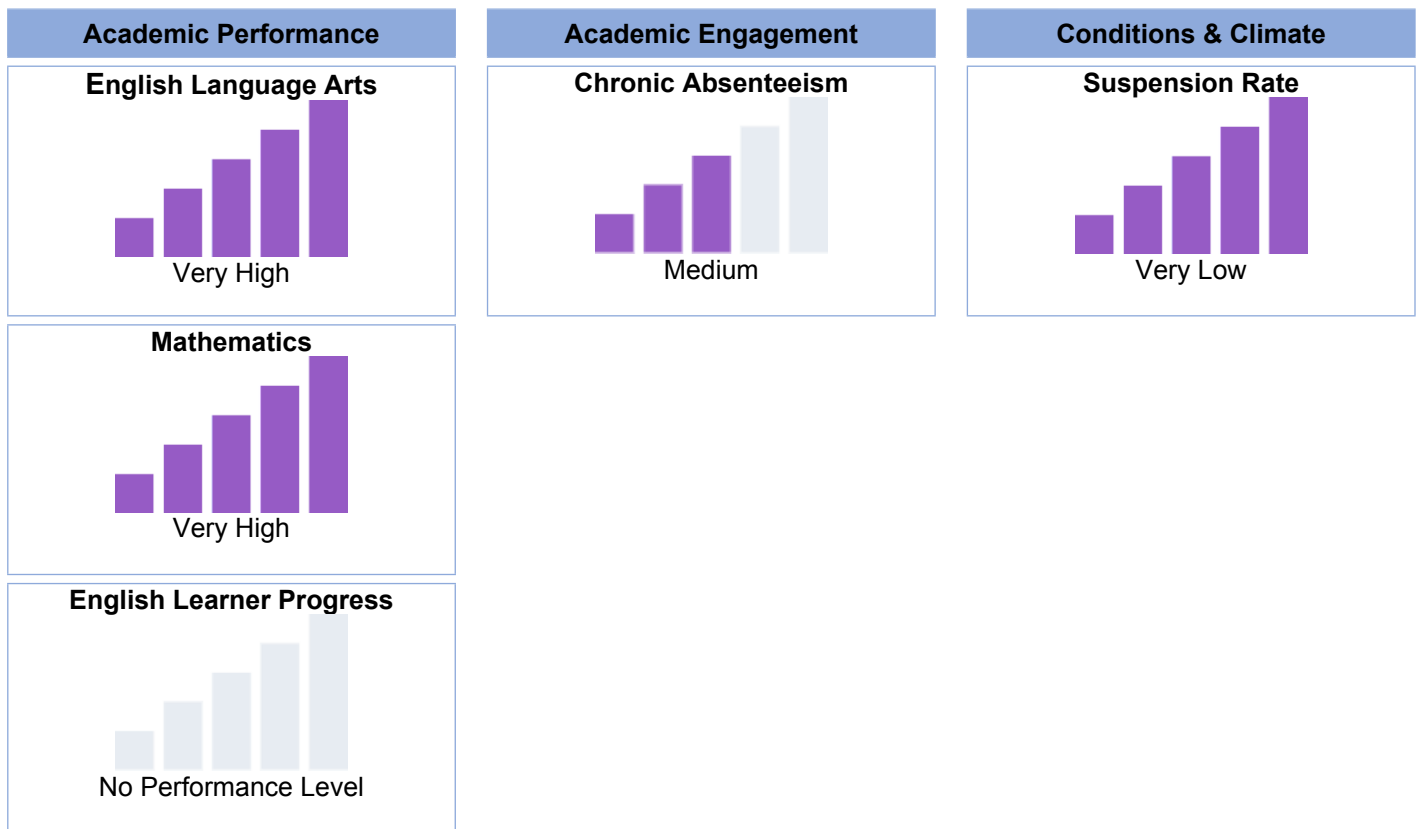
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

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

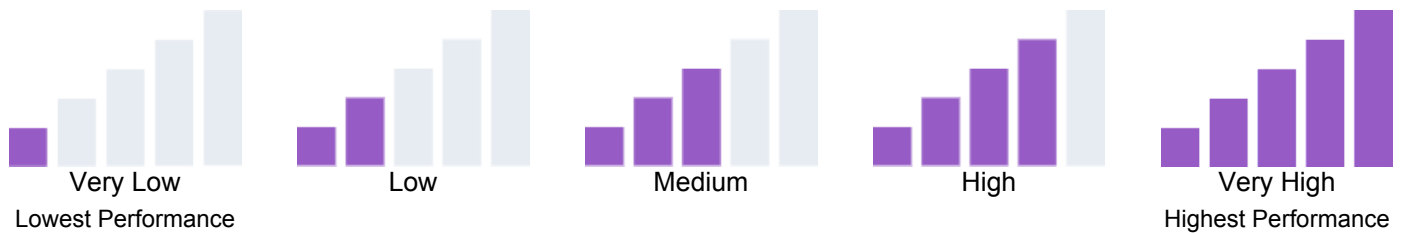
-
-
3. The emphasis on a yearlong Science Technology Engineering and Math (STEM) program is effective in all student groups.

School and Student Performance Data

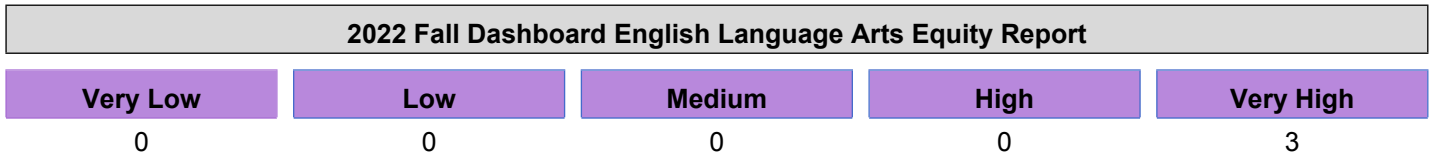
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

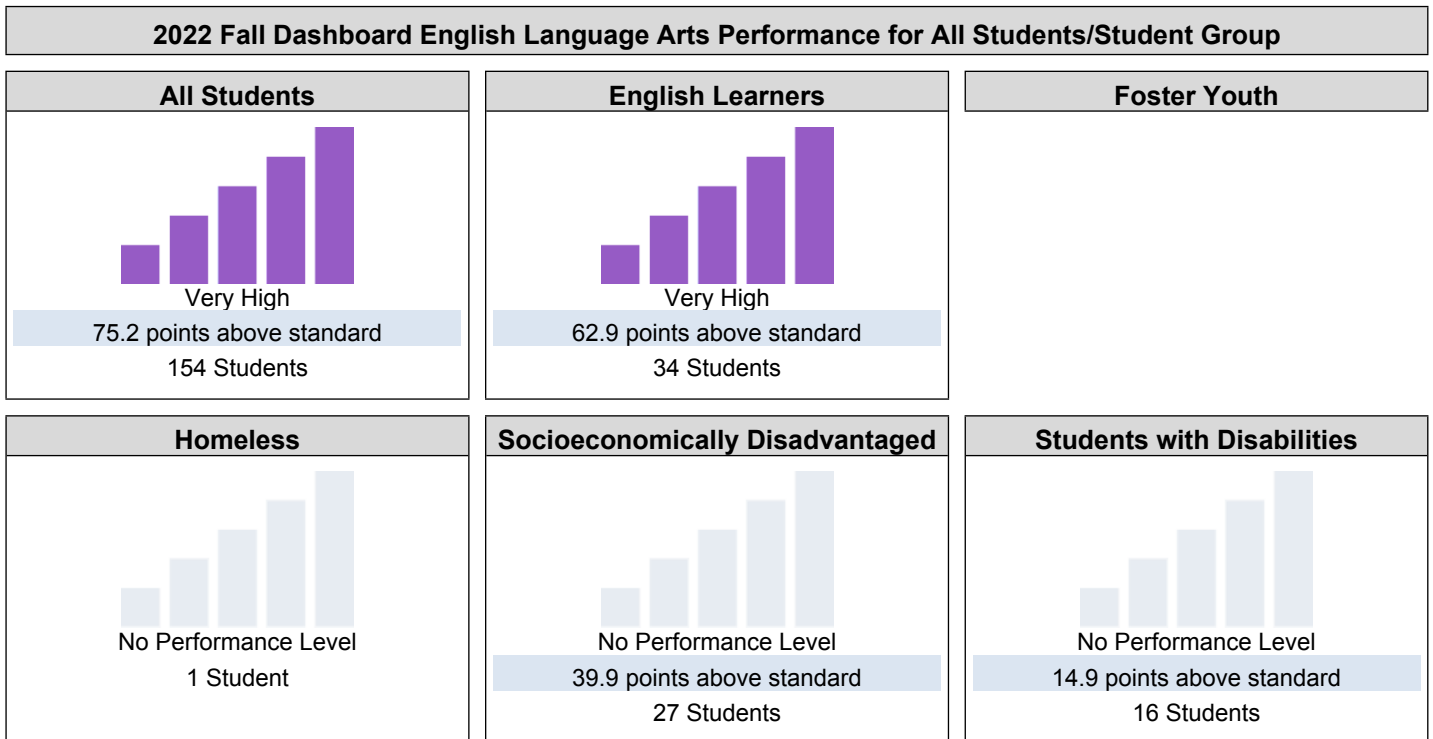
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



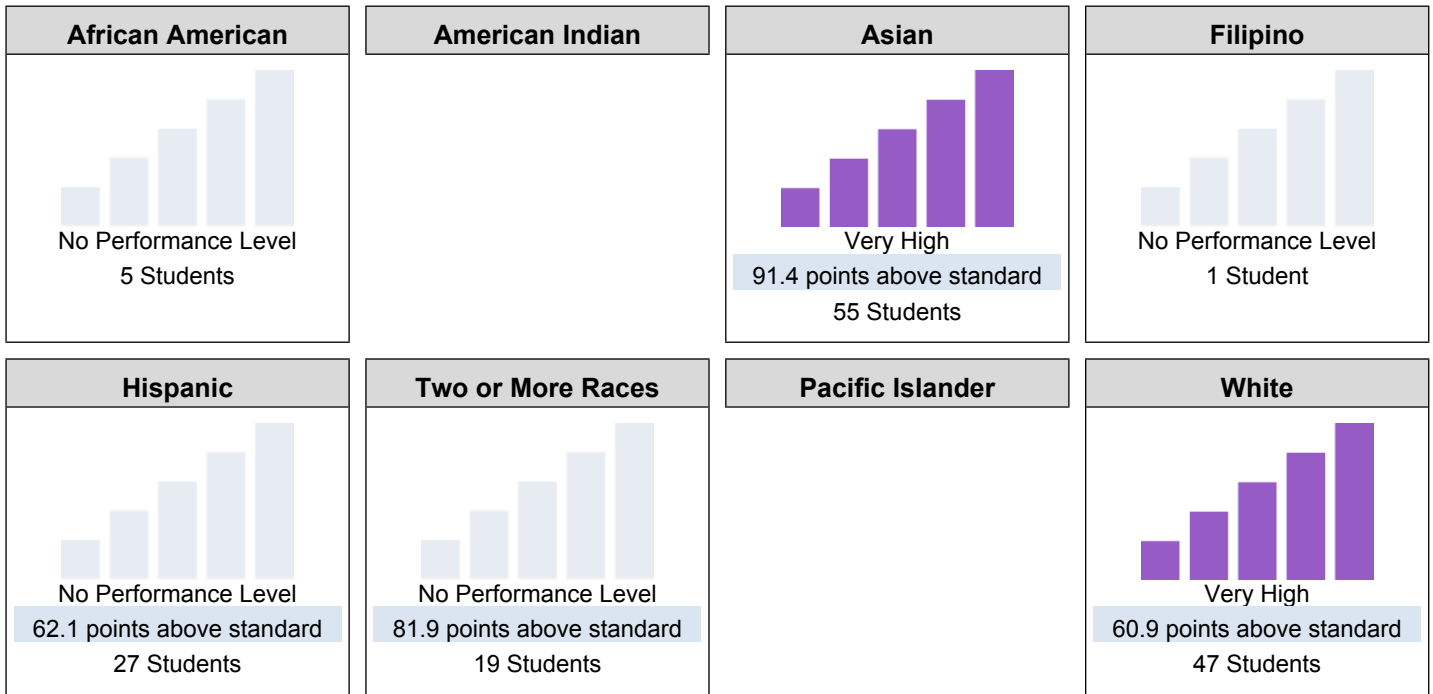
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5.0 points below standard 12 Students	100.0 points above standard 22 Students	71.0 points above standard 100 Students

Conclusions based on this data:

1. Overall, we are performing well, with the vast majority of our students scoring at or above grade level in ELA.
2. Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
3. Most of our students from English Learner households are fluent and score similar to the overall school.

School and Student Performance Data

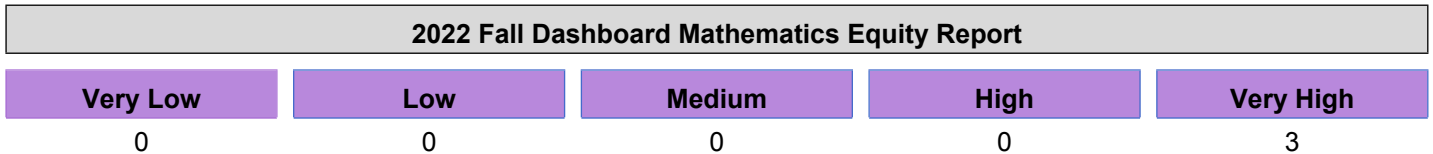
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

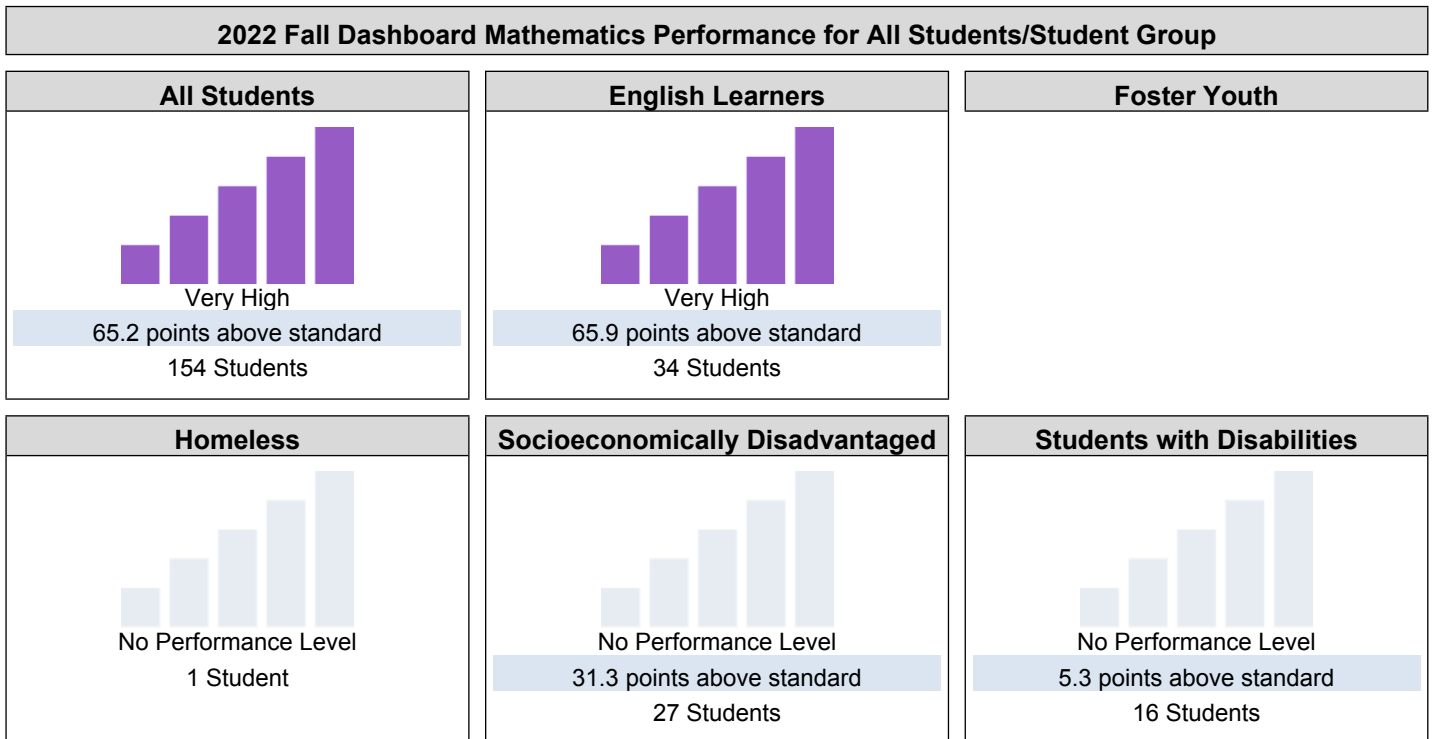
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



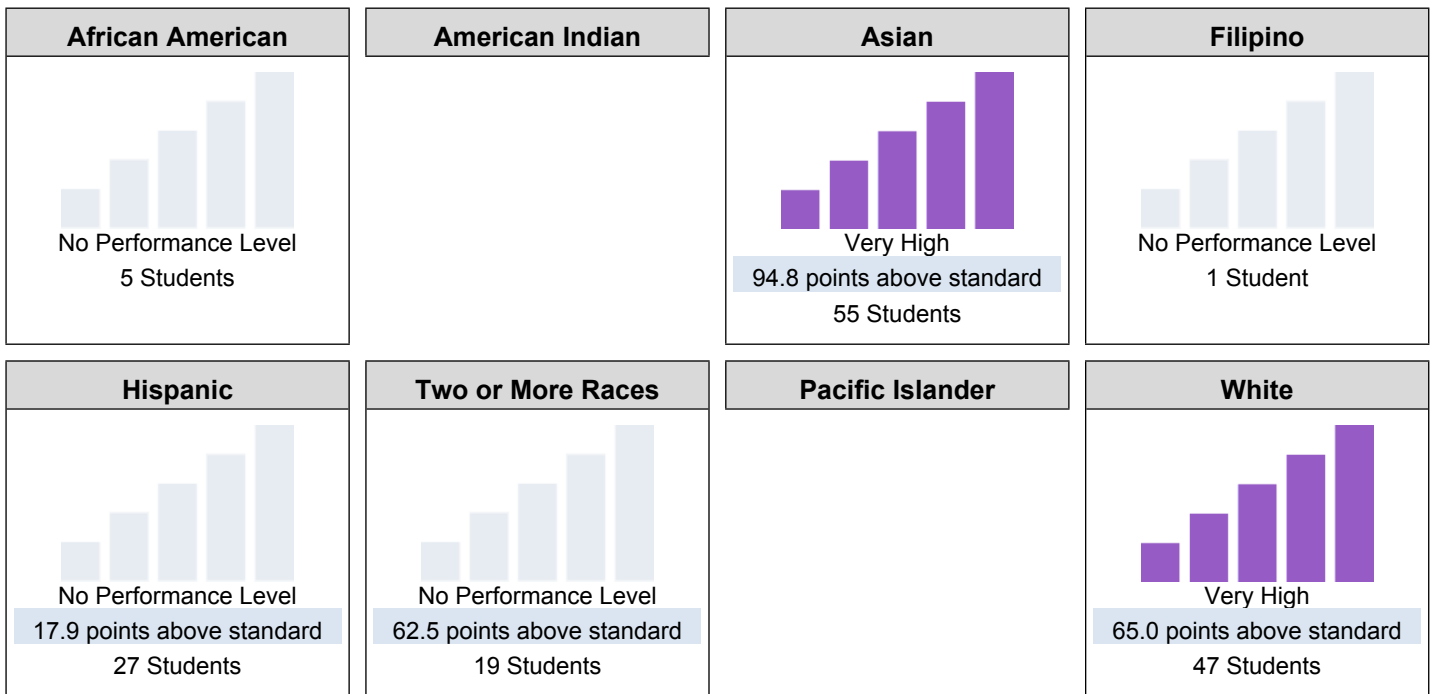
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
20.3 points above standard 12 Students	90.7 points above standard 22 Students	56.1 points above standard 100 Students

Conclusions based on this data:

- Overall, we are performing well, with the vast majority of our students scoring at or above grade level in math.
- Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
- Our ELA scores were higher than our math scores.

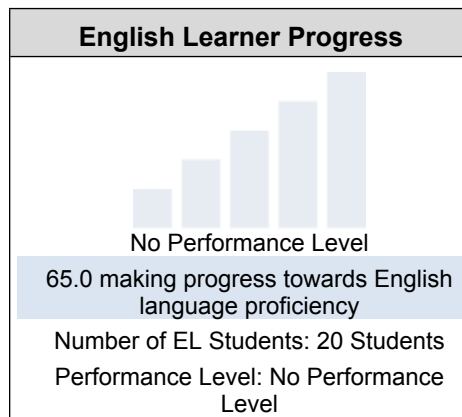
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
0.0%	35.0%	0.0%	65.0%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. NA for elementary school

School and Student Performance Data

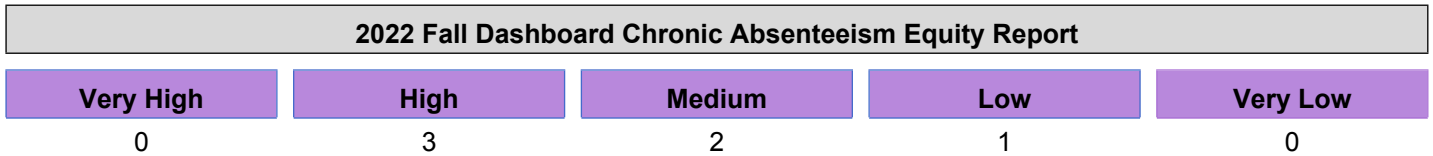
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

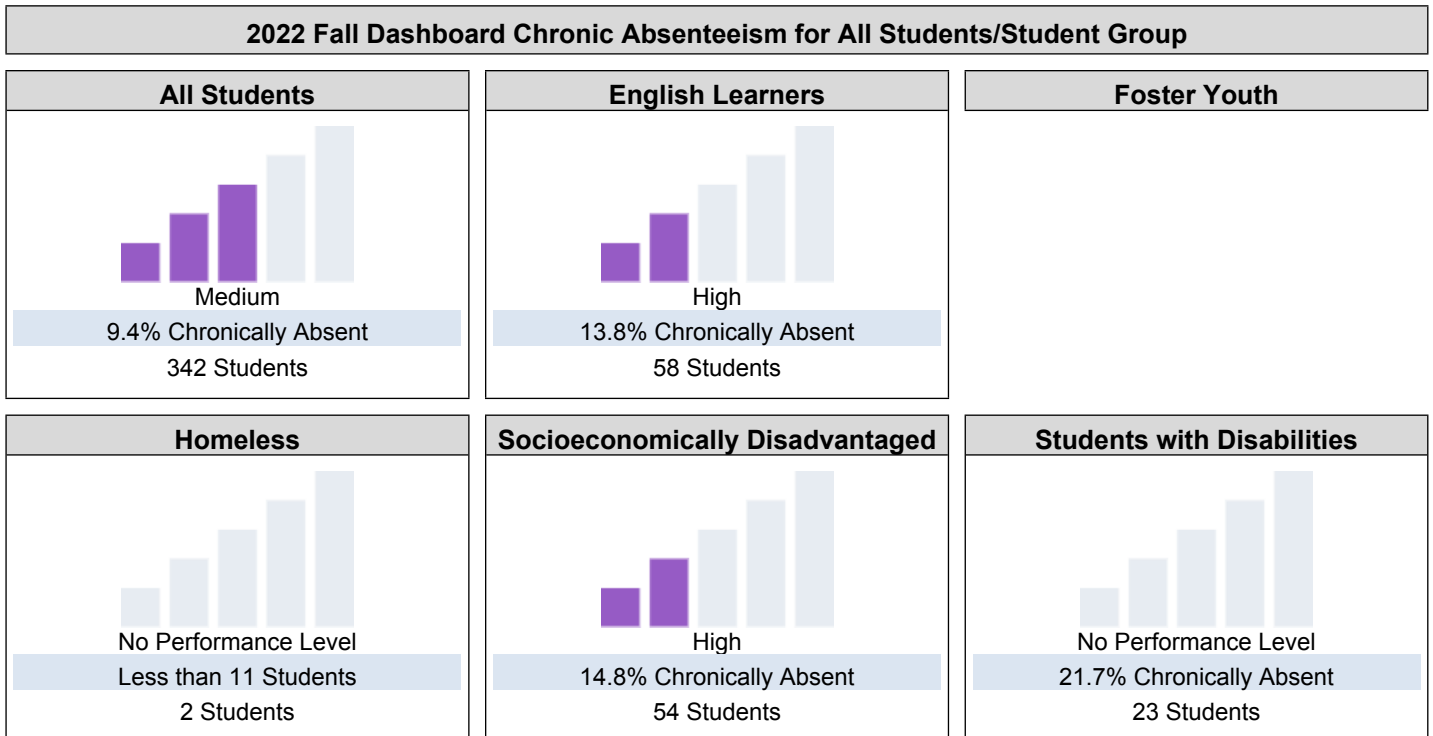
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



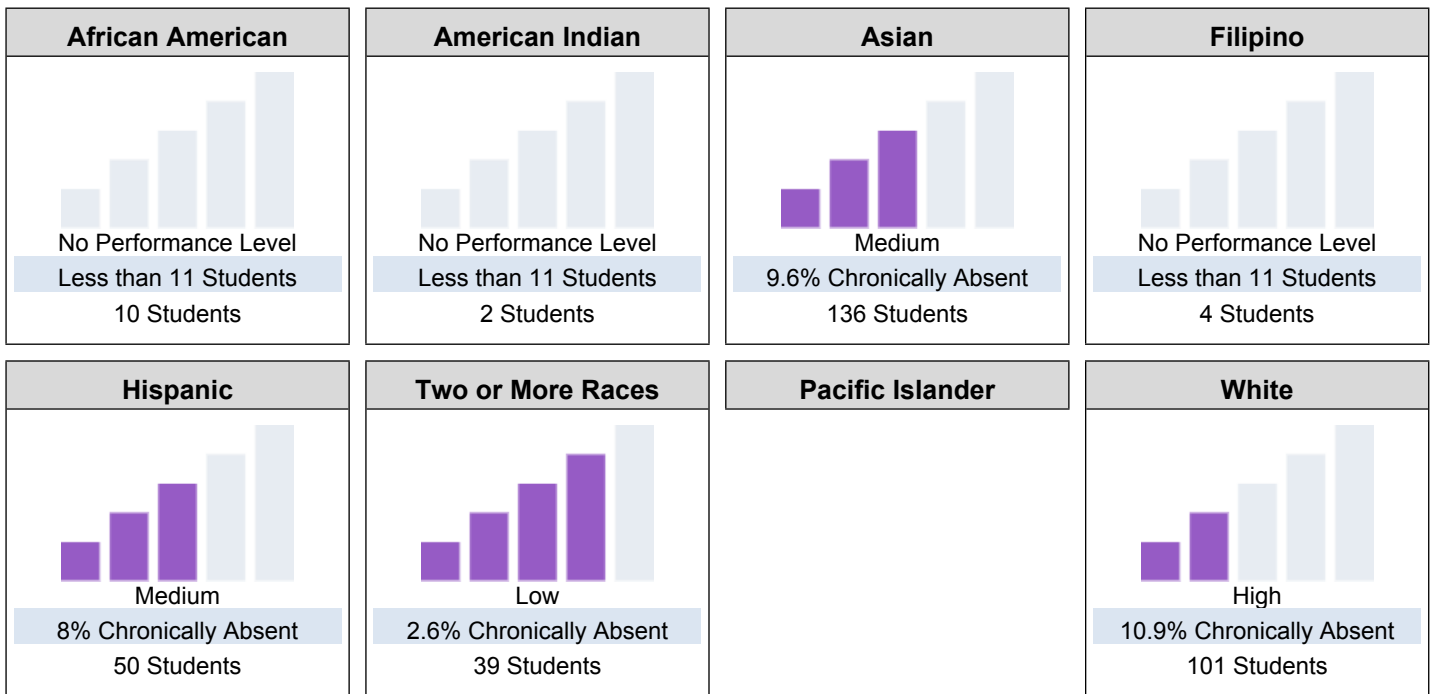
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



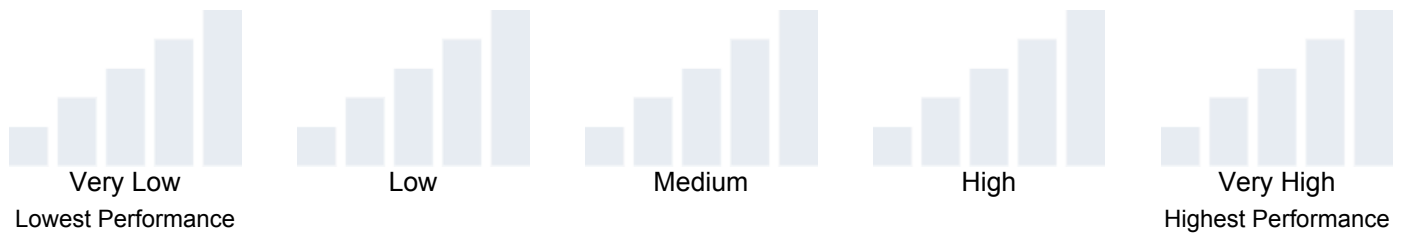
Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

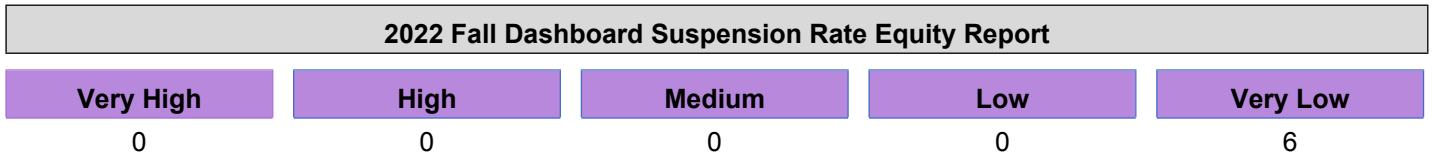
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

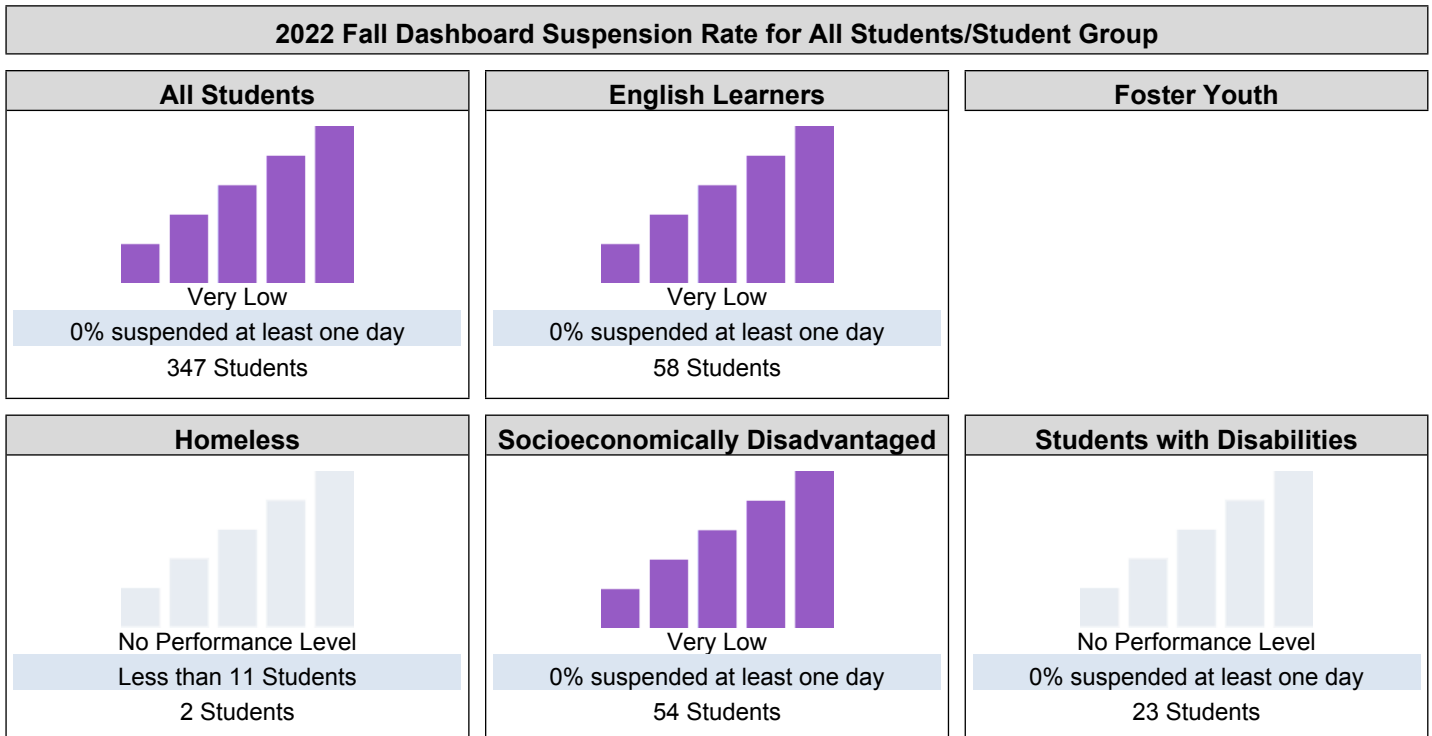
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



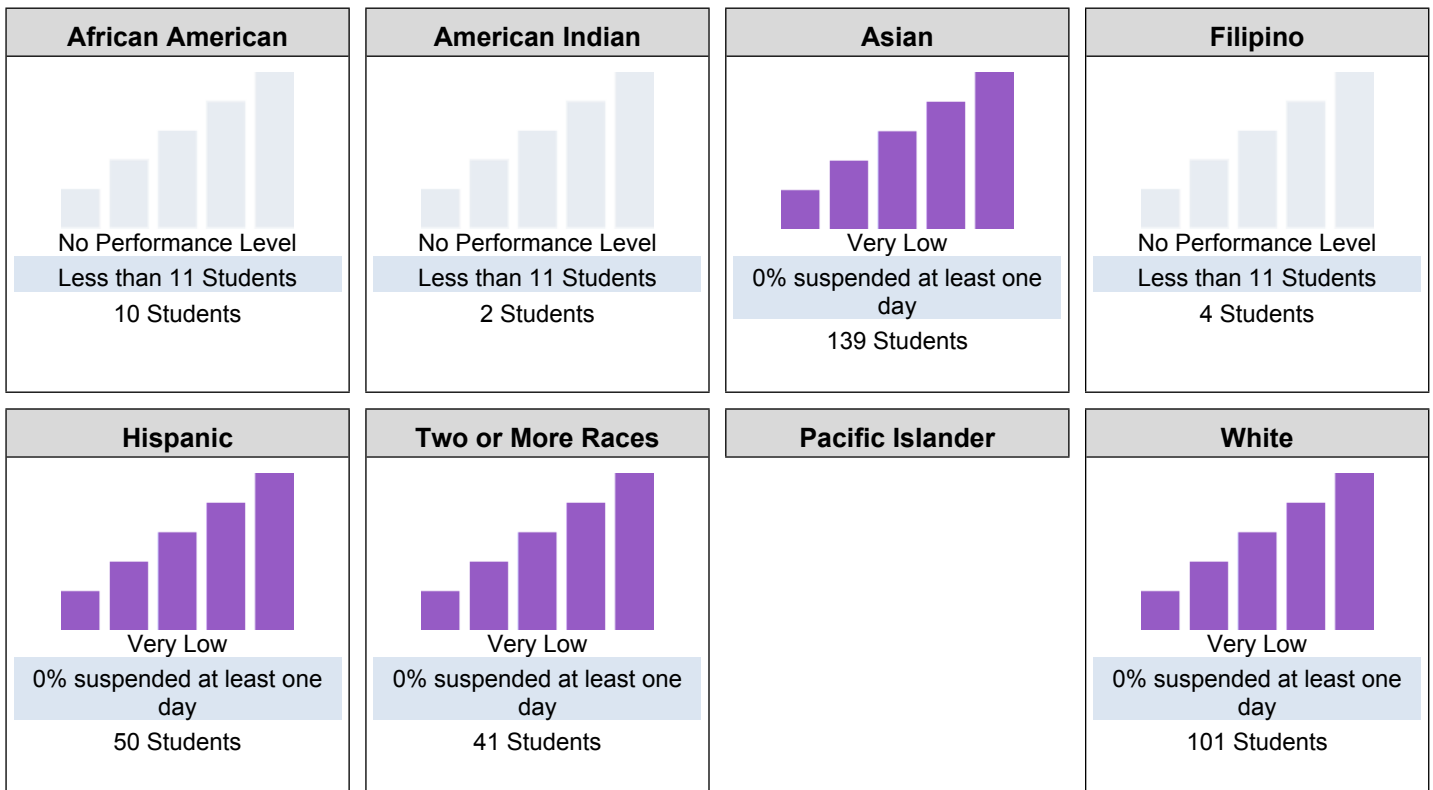
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Our goal is to improve ELA academic performance in all grade levels.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 - Maintain schools in good repair

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

All students will show growth in ELA proficiency as measured by California Assessment of Student Performance & Progress (CAASPP) results, Benchmark Interim Assessments, and Renaissance scores.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance scores	Currently more than 70% of our students are meeting reading standards.	Increase 2% meeting standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served with this strategy.

Strategy/Activity

We will use our classroom teachers, Intervention teacher, and our Bilingual Instructional Aide to provide linguistically and culturally responsive instructional strategies to leverage overall ELA success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3536	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide
1316	LCFF - Supplemental 3000-3999: Employee Benefits Benefits to Bilingual Instructional Aide

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This will serve all students with an emphasis on our English Learners and students below grade level in ELA.

Strategy/Activity

Every Student By Name meetings will be held three times a year and progress monitor student growth in ELA throughout the year. LCAP (4.1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1620	LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We will pursue professional development on Culturally Responsive Teaching, Science of Reading (SOR), Project Based Learning (PBL), and Universal Design for Learning (UDL).

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

We will improve student learning outcomes by improving our Tier I instruction and differentiation in first instruction. We will also use district funds to provide before and after school intervention students in grades K-5.

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

We were successful but we would like to shift our work to an overarching goal to improve First Instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

We will increase opportunities for family engagement and parent input and the utilization of volunteers.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (State Priority 3, 5, and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

Using data tools like surveys, panorama, and CHKS, we will increase the number of students and families feeling connected to our school community.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power School Enrollment	We had 10 students leave our program at the end of the 2022-23 school year.	Decrease the number of students leaving our school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This strategy will serve all of our students.

Strategy/Activity

We are hiring a Primary Intervention Specialist to work with students needing additional SEL support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Primary Intervention Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

We will increase attendance through parent outreach and student incentives that will be facilitated by additional clerk hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Support
3406	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Parent Coordinator Support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

We will provide additional Health Clerk hours to focus on wellness and parent outreach. We will also utilize our Bilingual Instructional Aide for parent outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4671	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Health Clerk
3220	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Health Clerk

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners will benefit from this strategy.

Strategy/Activity

We will also utilize our Bilingual Instructional Aide for parent outreach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3535	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA
1315	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Bilingual Instructional Aide Support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this strategy.

Strategy/Activity

We will hire a parent coordinator to support family and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9125	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator
3271	LCFF - Supplemental

3000-3999: Employee Benefits
Benefits for Parent Coordinator

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this strategy.

Strategy/Activity

We will hire an Intervention Teacher to provide PBIS support to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31756

Source(s)

Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention Teacher Support

12449

Learning Recovery
3000-3999: Employee Benefits
Benefits for Intervention Teacher Support

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We will connect with families through Site Council, PTA, Informal Chat with the Principal events, and in-person family events. We will connect with students and build community using our Parent Coordinator, Intervention teacher, and Bilingual aide. Finally, we will provide opportunities for our students to connect with each other and adult staff through club offerings before and after school.

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

We will need funds for the club stipends, childcare for Site Council meetings, and for Professional Development for Classroom management strategies. This was successful!

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 biggest change we will be making is in offering childcare for parent events. This was a request of Site Council. We weren't successful with childcare, instead we moved our meetings to virtual and that helped a lot of families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Students will increase academic performance in both ELA and Math.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.

3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Students will receive academics with high quality instruction.

Identified Need

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

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers will identify students who need support through assessments.

Strategy/Activity

Multiple Tiers of Student Success measures will be implemented. (LCAP 4.2) Before and after school intervention will be offered to our students in need. We will hire a Bilingual Instructional Aide to support our English Learner students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3536	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide Support
1315	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Bilingual Instructional Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students enrolled in our school will be served by this strategy.

Strategy/Activity

We will meet, a minimum of three times a month, in PLC's, all year long to look at student progress and optimize first instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified 0000: Unrestricted Certificated and support staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this strategy.

Strategy/Activity

We will hire an Intervention teacher to provide academic support to students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31756	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
12448	Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We will work with our lead teachers and share site expertise in our PLC's and through our book study on improving Tier I instruction. We will also provide PD for staff providing intervention.

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

We made tremendous progress with our PLC work and our goal of developing Collective Leadership Efficacy.

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

We worked collaboratively, in our PLC's, and with guidance from our book study to improve first instruction and differentiation. We would like to take this a step forward by integrating Problem Based Learning (PBL) in our PLC process.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

We will partner with student care, teachers, and staff to provide before and after school intervention for our students in need.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP, ELPAC, Renaissance and school site assessments.	CAASP, ELPAC, Renaissance and school site assessments taken in August.	1 year growth by end of May 2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learner students will benefit from this strategy.

Strategy/Activity

We will hire a Bilingual Instructional Aide to support of English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3535	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA
1315	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for BIA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students reading below grade level will be served by this strategy.

Strategy/Activity

Provide Project Based Learning (PBL) training with follow up release days for unit planning and implementation time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5600	Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Sub for teacher release time: PBL Collaborative Unit Plans

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from this strategy.

Strategy/Activity

We will hire an Intervention teacher to provide foundational reading support to students in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31756	Learning Recovery 1000-1999: Certificated Personnel Salaries

	Intervention Teacher
12448	Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We will use our Parent Coordinator to increase family involvement. We will provide after school opportunities for intervention and enrichment to foster motivation and access to grade level reading.

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

We are confident that our teachers are providing outstanding instruction and intervention for our students. However, our data shows that some of our students need additional support.

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

We will work in our PLCs to continue to increase mastery of essential standards, with help from teacher experts, guiding coalitions, lead teachers, and PLC's. We were successful but believe we can improve engagement and overall academic achievement with PBL strategies and unit planning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$196,929.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$58,716.00
Learning Recovery	\$132,613.00
Professional Development Block Grant	\$5,600.00

Subtotal of state or local funds included for this school: \$196,929.00

Total of federal, state, and/or local funds for this school: \$196,929.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	58,716	0.00
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	58,716.00
Learning Recovery	132,613.00
Professional Development Block Grant	5,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100,868.00
2000-2999: Classified Personnel Salaries	41,938.00
3000-3999: Employee Benefits	52,503.00
4000-4999: Books And Supplies	1,620.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	41,938.00
3000-3999: Employee Benefits	LCFF - Supplemental	15,158.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,620.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00

1000-1999: Certificated Personnel Salaries

Professional Development Block Grant

5,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,472.00
Goal 2	86,748.00
Goal 3	49,055.00
Goal 4	54,654.00

School Site Council Membership

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

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

Name of Members	Role
Lari Powell	Principal
Heather Formigli	Classroom Teacher
Troy Martinez	Classroom Teacher
Don McCarthy	Classroom Teacher
Zhanna Kondruyak	Other School Staff
Marcus Miller	Parent or Community Member
Nicole Bowles	Parent or Community Member
Nate Bellino	Parent or Community Member
Anna Akulyan	Parent or Community Member
Rosalinda Tollefson	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Lari Powell	Principal
Troy Martinez	Classroom Teacher
Gabriela Robles	Parent or Community Member
Virginia Munoz	

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 23, 2023.

Attested:



Principal, Lari Powell on 8/23/23

SSC Chairperson, Troy Martinez on 8/23/23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

1. Summary

Meeting ti Site Council

Attended | 13

Start time 8/23/23, 3:49:33 PM

End time 8/23/23, 4:57:10 PM

Meeting d 1h 7m 36s

Average at 42m 44s

2. Participants

Name	First Join	Last Leave	In-Meeting	Email	Participant Role
Lari Powell	8/23/23, 3	8/23/23, 4	50m 29s	LPowell@i	LPowell@i Organizer
Troy Marti	8/23/23, 3	8/23/23, 4	53m 39s	TMartine@	TMartine@ Presenter
Donald Mc	8/23/23, 3	8/23/23, 4	49m 19s	DMccarth@	DMccarth@ Presenter
Martha Ga	8/23/23, 3	8/23/23, 4	47m 54s		Attendee
Nichole Bc	8/23/23, 3	8/23/23, 4	45m 12s		Attendee
Sainath Ali	8/23/23, 3	8/23/23, 4	44m 56s		Attendee
Lakshmi Ki	8/23/23, 4	8/23/23, 4	42m 47s	Lakshmi.K	Lakshmi.K Attendee
Gabriel Gu	8/23/23, 4	8/23/23, 4	41m 59s		Attendee
Nate Bellir	8/23/23, 4	8/23/23, 4	40m 21s	nate@ald@	nate@ald@ Attendee
Marcus Mi	8/23/23, 4	8/23/23, 4	36m 55s	marcus.mi	marcus.mi Attendee
anna-akul	8/23/23, 4	8/23/23, 4	35m		Attendee
Rosalinda	8/23/23, 4	8/23/23, 4	42m 44s	rnflores@	rnflores@ Attendee
virginia m	8/23/23, 4	8/23/23, 4	24m 15s		Attendee

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role
Lari Powell	8/23/23, 3	8/23/23, 4	50m 29s	LPowell@i	Organizer
Troy Marti	8/23/23, 3	8/23/23, 4	53m 39s	TMartine@	Presenter
Donald Mc	8/23/23, 3	8/23/23, 4	49m 19s	DMccarth@	Presenter
Martha Ga	8/23/23, 3	8/23/23, 4	47m 54s		Attendee
Nichole Bc	8/23/23, 3	8/23/23, 4	45m 12s		Attendee
Sainath Ali	8/23/23, 3	8/23/23, 4	44m 56s		Attendee
Lakshmi Ki	8/23/23, 4	8/23/23, 4	42m 47s	Lakshmi.K	Attendee
Gabriel Gu	8/23/23, 4	8/23/23, 4	41m 59s		Attendee
Nate Bellir	8/23/23, 4	8/23/23, 4	40m 21s	nate@ald@	Attendee
Marcus Mi	8/23/23, 4	8/23/23, 4	36m 55s	marcus.mi	Attendee
anna-akul	8/23/23, 4	8/23/23, 4	35m		Attendee
Rosalinda	8/23/23, 4	8/23/23, 4	42m 44s	rnflores@	Attendee
virginia m	8/23/23, 4	8/23/23, 4	24m 15s		Attendee

Riverview STEM Academy
ELAC Agenda
[MS Teams Link](#)

Meeting Date: 08/23/23	Meeting Location: Virtual
Starting Time: 4:30 pm	Ending Time: 5:00 pm

Participants: Elected SSC/ELAC Council Members. Public is invited as well.

- I. Call to Order**
- II. Roll call**
- III. Additions/Changes to Agenda**
- IV. Reports of Officers/Committees**
- V. Annually review and revise the Single Plan for Student Achievement (SPSA) and proposed expenditure of funds**
- VI. ELAC - Review programs for English learners**
 - A. Review the School Plan Objectives for English Learners**
- VII. Obtain Recommendations from other school site advisory, standing and special committees regarding the focus of the Single Plan for Student Achievement**
- VIII. Public Comment**
- IX. Approve Single Plan for Student Achievement**
- X. Adjournment**

ELAC Sign-in

Name	Role	Signature
Lari Powell	Principal	Lari Powell
Troy Martinez	Classroom Teacher	Troy Martinez
Gabriela Robles	Parent or Community Member	Gabriela Robles
Virginia Munoz	Parent or Community Member	Virginia Munoz
Sainath Aliminati	Parent or Community Member	Sainath Aliminati

ELAC Meetings

- **08/23/23 - 4:30pm (SPSA approval)**
- **09/27/23 - 4:30pm (Safety binder)**
- **12/13/23 - 4:30pm (Needs Assessment)**
- **02/21/24 - 4:30 pm (SPSA goals progress)**
- **05/08/24 - 4:30pm (SPSA & Elections for 2022-23)**

Notes:

- Principal Powell went through goals for School Plan for Student Achievement (SPSA)
 - SSC looked at data from state testing
 - Principal explained unduplicated funds, learning recovery funds, what we spent these funds on and how those expenditures would support our 4 goals
- Principal Powell opened the meeting for questions
 - Principal showed data sheet that showed difference from year prior: Increased in math and science but declined in ELA
 - SSC discussed possible reasons for the decline in ELA and action that would be taken
 - Virginia Munoz expressed gratitude for her daughter’s dramatic growth in reading last year
 - Principal Powell explained the role of our new Bilingual Instructional Aide and how our unduplicated pupil funds paid for her position
 - Gabby Robles also expressed gratitude for the experience her children have had
 - Principal Powell thanked Gabby for her active participation in DELAC last year.
 - Gabby expressed her highest priority for SSC and our SPSA was that “all students show growth”
 - Mr Martinez offered a detailed explanation of what we are doing to remain in a continuous improvement cycle with PLC’s, strategic teams and/or guiding coalitions and the new hiring with unduplicated funds

**Riverview STEM Academy
Site Council Agenda**
[MS Teams Link](#)

Meeting Date: 08/23/23	Meeting Location: Virtual
Starting Time: 4:00 pm	Ending Time: 4:30 pm

Participants: Elected SSC/ELAC Council Members. Public is invited as well.

- I. **Call to Order**
- II. **Roll call**
- III. **Additions/Changes to Agenda**
- IV. **Reports of Officers/Committees**
- V. **Annually review and revise the Single Plan for Student Achievement (SPSA) and proposed expenditure of funds**
- VI. **ELAC - Review programs for English learners**
 - A. **Review the School Plan Objectives for English Learners**
- VII. **Obtain Recommendations from other school site advisory, standing and special committees regarding the focus of the Single Plan for Student Achievement**
- VIII. **Public Comment**
- IX. **Approve Single Plan for Student Achievement**
- X. **Adjournment**

SCC - Sign-in Sheet

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

Site Council Meetings:

- 08/23/23 - 4pm (SPSA approval)
- 9/27/23 - 4pm (Safety binder)
- 12/13/23 - 4pm (Needs Assessment)
- 02/21/24 - 4 pm (SPSA goals progress)
- 05/08/24 - 4pm (SPSA & Elections for 2022-23)

ELAC Meetings

- 08/23/23 - 4:30pm (SPSA approval)
- 09/27/23 - 4:30pm (Safety binder)
- 12/13/23 - 4:30pm (Needs Assessment)
- 02/21/24 - 4:30 pm (SPSA goals progress)
- 05/08/24 - 4:30pm (SPSA & Elections for 2022-23)

Parent Attendees	Role	Signature
<i>Gutierrez, Gabriel</i>	Parent	Gabriel Gutierrez
<i>Lakshmi Krishnamurthy</i>	Parent	Lakshmi Krishnamurthy

Notes:

- I. Principal Powell opened meeting with introductions
 - Talked about Bylaws and purpose of School Site Council
 - Nicole Bowles volunteered to be SSC Chair
 - Nate Bellino nominated her
 - Troy Martinez seconded the motion
 - Unanimously voted her in
 - Marcus Miller volunteered to be the SCC Vice-Chair
 - Troy Martinez nominated him
 - Don McCarthy seconded the motion
 - Unanimously voted him in
 - Don McCarthy volunteered to be Recording Secretary
 - Troy Martinez nominated him
 - Anna Akulyan seconded the motion
 - Unanimously voted him in
- II. Principal Powell went through goals for School Plan for Student Achievement (SPSA)
 - A. SSC looked at data from state testing
 - B. Principal explained unduplicated funds, learning recovery funds, what we spent these funds on and how those expenditures would support our 4 goals
- III. Principal Powell opened the meeting for questions
 - A. Marcus Miller asked how this compared to year before

Date Posted: _____

1. Principal showed data sheet that showed difference: Increased in math and science but declined in ELA
 2. SSC discussed possible reasons for the decline in ELA and action that would be taken
 3. Marcus expressed gratitude for his kindergarten daughter's experience so far and talked about the numerous science experiments he has done so far
 4. Marcus also asked about the Science test (CAST) regarding grade levels that take it and what the average scores are for this test
- B. Principal Powell explained that the next meeting will focus on our school safety plan
1. Nicole Bowles explained her role as a security agent for the government and offered to help with feedback