

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Middle	34674136033690	05/26/2023	06/13/23

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)

Comprehensive Support and Improvement
Additional Targeted Support and Improvement

The purpose of this plan is to provide high level instruction to Riverview's students based on an analysis of data including state testing scores, benchmark tests, classroom grades, teacher observation, surveys, and staff, parent and student feedback. Based on the California Department of Education Dashboard, shows the following: chronic absenteeism is high at ; English Language Arts scores are low for English learners, Hispanic, or socioeconomically disadvantaged, and English Language Arts scores are mid-range for white students; Math scores are low for white, Hispanic, and socioeconomically disadvantaged. and Math scores are very low for English learners.

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.

ESSA requirements will be met through on-going review of the SPSA and related student performance data by the SSC and Riverview staff. Assisted Targeted Support and Improvement strategies to meet the noted subgroups have been included in the SPSA goals and actions.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 7
- Resource Inequities 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 16
 - Overall Performance 18
 - Academic Performance 19
 - Academic Engagement 25
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 38
 - Goal 3..... 45
 - Goal 4..... 50
 - Goal 5..... 61
 - Goal 6..... 62
 - Goal 7..... 63
 - Goal 8..... 64
 - Goal 9..... 65
 - Goal 10..... 66
 - Goal 11..... 67
- Budget Summary 68
 - Budget Summary 68
 - Other Federal, State, and Local Funds 68
- Budgeted Funds and Expenditures in this Plan 69
 - Funds Budgeted to the School by Funding Source..... 69

Expenditures by Funding Source69

Expenditures by Budget Reference69

Expenditures by Budget Reference and Funding Source69

Expenditures by Goal70

School Site Council Membership71

Recommendations and Assurances72

Instructions.....73

 Instructions: Linked Table of Contents.....73

 Purpose and Description.....74

 Educational Partner Involvement74

 Resource Inequities74

Goals, Strategies, Expenditures, & Annual Review75

 Annual Review76

 Budget Summary77

 Appendix A: Plan Requirements79

 Appendix B:.....82

 Appendix C: Select State and Federal Programs84

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).

Each spring River Delta USD conducts a survey through Panorama Education of staff, student and family views of all the schools in our district. The survey includes components of academics, school culture, and safety. Riverview also conducts less formal surveys throughout the school year to gauge student interest in different activities on campus, including signing up for elective classes.

Classroom Observations

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

Marcy Rossi, administrator at Riverview Middle School, conducted informal daily classroom visits throughout the school year. During the 2022-23 school year, Mrs. Rossi also conducted formal observations of 5 of Riverview's 9 credentialed classroom teachers, including 3 probationary teachers. These observations were conducted three times a year in accordance with the River Delta Unified Teacher's Association contract and consisted of a pre-observation meeting, observation, and post-observation meeting.

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)

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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)

Funding

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

Fiscal support (EPC)

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

Throughout the 2022-23 school year, the SPSA was reviewed by the Riverview School Site Council (SSC) meetings on 9/30, 10/21, 12/2, 1/27, 2/24, 3/31, 4/28 and 5/26. The SSC meetings were held on campus in a classroom and the conference room. The SPSA for the 2023-24 school year was approved at our meeting on 5/26/23.

Information for the SPSA was collected from staff, our Parent Teacher Club, School Site Council, and ELAC meetings throughout the year. Additional information is gleaned from data including SBAC and MAP scores, other assessment data, and behavior records to inform all stakeholders of student performance indicators.

Resource Inequities

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

No resource inequities noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	90	101	71
Grade 8	99	89	94
Total Enrollment	189	190	165

Conclusions based on this data:

1. Riverview currently has only 7 & 8 grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	29	27	15.30%	15.3%	16.4%
Fluent English Proficient (FEP)	39	44	35	20.60%	23.2%	21.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Our English Learners population decreased in numbers slightly in 22-23, but the percentage of English Learners increased for 7th grade in 22-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	90	91		0	88		0	88		0.0	96.7	
Grade 8	101	80		0	80		0	80		0.0	100.0	
All Grades	191	171		0	168		0	168		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2543.			17.05			32.95			17.05			32.95	
Grade 8		2550.			10.00			30.00			35.00			25.00	
All Grades	N/A	N/A	N/A		13.69			31.55			25.60			29.17	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		13.64			63.64			22.73		
Grade 8		11.25			60.00			28.75		
All Grades		12.50			61.90			25.60		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.73			55.68			21.59	
Grade 8		16.25			53.75			30.00	
All Grades		19.64			54.76			25.60	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.09			73.86			17.05	
Grade 8		15.00			71.25			13.75	
All Grades		11.90			72.62			15.48	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.77			67.05			18.18	
Grade 8		15.00			66.25			18.75	
All Grades		14.88			66.67			18.45	

Conclusions based on this data:

1. One-quarter of Riverview's students are below standard in Reading and Writing.
2. Only 15% of students are below standard in Listening.
3. 18% of students are below standard in Research/Inquiry.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	90	91		0	88		0	88		0.0	96.7	
Grade 8	101	80		0	80		0	80		0.0	100.0	
All Grades	191	171		0	168		0	168		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2487.			7.95			19.32			25.00			47.73	
Grade 8		2532.			13.75			12.50			31.25			42.50	
All Grades	N/A	N/A	N/A		10.71			16.07			27.98			45.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.68			39.77			54.55	
Grade 8		17.72			48.10			34.18	
All Grades		11.38			43.71			44.91	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.82			60.23			32.95	
Grade 8		10.00			67.50			22.50	
All Grades		8.33			63.69			27.98	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.68			63.64			30.68	
Grade 8		8.75			65.00			26.25	
All Grades		7.14			64.29			28.57	

Conclusions based on this data:

1. Almost half of Riverview's students are below standard in Math Overall and in Concepts and Procedures.
2. Two-thirds of students are at or near standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1524.2	1527.2		1522.1	1516.6		1525.6	1537.3		14	12	
8	1525.5	1556.5		1522.9	1560.9		1527.7	1551.5		14	11	
All Grades										28	23	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	21.43	16.67		35.71	33.33		28.57	33.33		14.29	16.67		14	12	
8	7.14	18.18		57.14	54.55		7.14	18.18		28.57	9.09		14	11	
All Grades	14.29	17.39		46.43	43.48		17.86	26.09		21.43	13.04		28	23	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	28.57	25.00		42.86	33.33		14.29	33.33		14.29	8.33		14	12	
8	21.43	54.55		50.00	36.36		21.43	9.09		7.14	0.00		14	11	
All Grades	25.00	39.13		46.43	34.78		17.86	21.74		10.71	4.35		28	23	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	16.67		21.43	25.00		35.71	41.67		35.71	16.67		14	12	
8	7.14	0.00		14.29	36.36		42.86	54.55		35.71	9.09		14	11	
All Grades	7.14	8.70		17.86	30.43		39.29	47.83		35.71	13.04		28	23	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	42.86	0.00		42.86	66.67		14.29	33.33		14	12	
8	21.43	27.27		64.29	63.64		14.29	9.09		14	11	
All Grades	32.14	13.04		53.57	65.22		14.29	21.74		28	23	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	42.86	41.67		42.86	50.00		14.29	8.33		14	12	
8	42.86	45.45		42.86	54.55		14.29	0.00		14	11	
All Grades	42.86	43.48		42.86	52.17		14.29	4.35		28	23	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	16.67		42.86	41.67		50.00	41.67		14	12	
8	21.43	9.09		42.86	54.55		35.71	36.36		14	11	
All Grades	14.29	13.04		42.86	47.83		42.86	39.13		28	23	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	25.00		78.57	66.67		14.29	8.33		14	12	
8	0.00	0.00		78.57	100.00		21.43	0.00		14	11	
All Grades	3.57	13.04		78.57	82.61		17.86	4.35		28	23	

Conclusions based on this data:

1. The percentage of Riverview students in level 4 increased in Overall Score, Written Domain and Reading Domain.
2. The percentage of Riverview students in level 3 increased (almost doubled) in Writing Domain.
3. The percentage of Riverview students in Level 3 decreased in Overall Language and Oral Language.

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
190	55.8	15.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Riverview Middle.	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	29	15.3
Foster Youth		
Homeless	5	2.6
Socioeconomically Disadvantaged	106	55.8
Students with Disabilities	26	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	3.2
American Indian	3	1.6
Asian	1	0.5
Filipino	2	1.1
Hispanic	95	50.0
Two or More Races	13	6.8
Pacific Islander		
White	70	36.8

Conclusions based on this data:

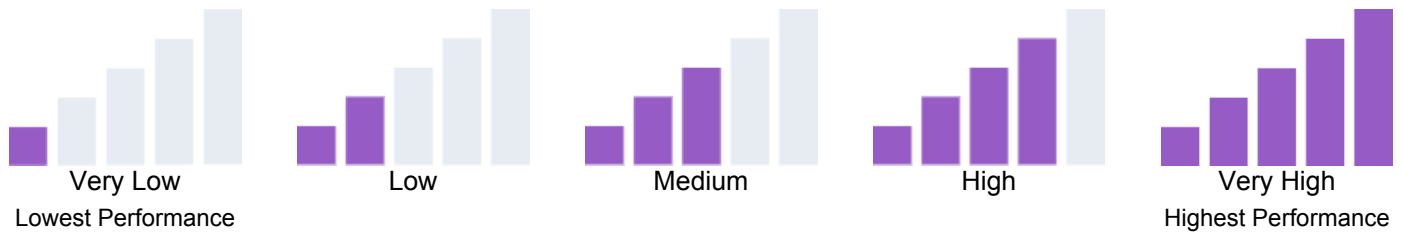
1. Over half the students at Riverview are socio-economically disadvantaged. It's important to recognize that some students may not have some of the supports and resources of other students.
2. White and Hispanic are the large subgroups on campus.

School and Student Performance Data

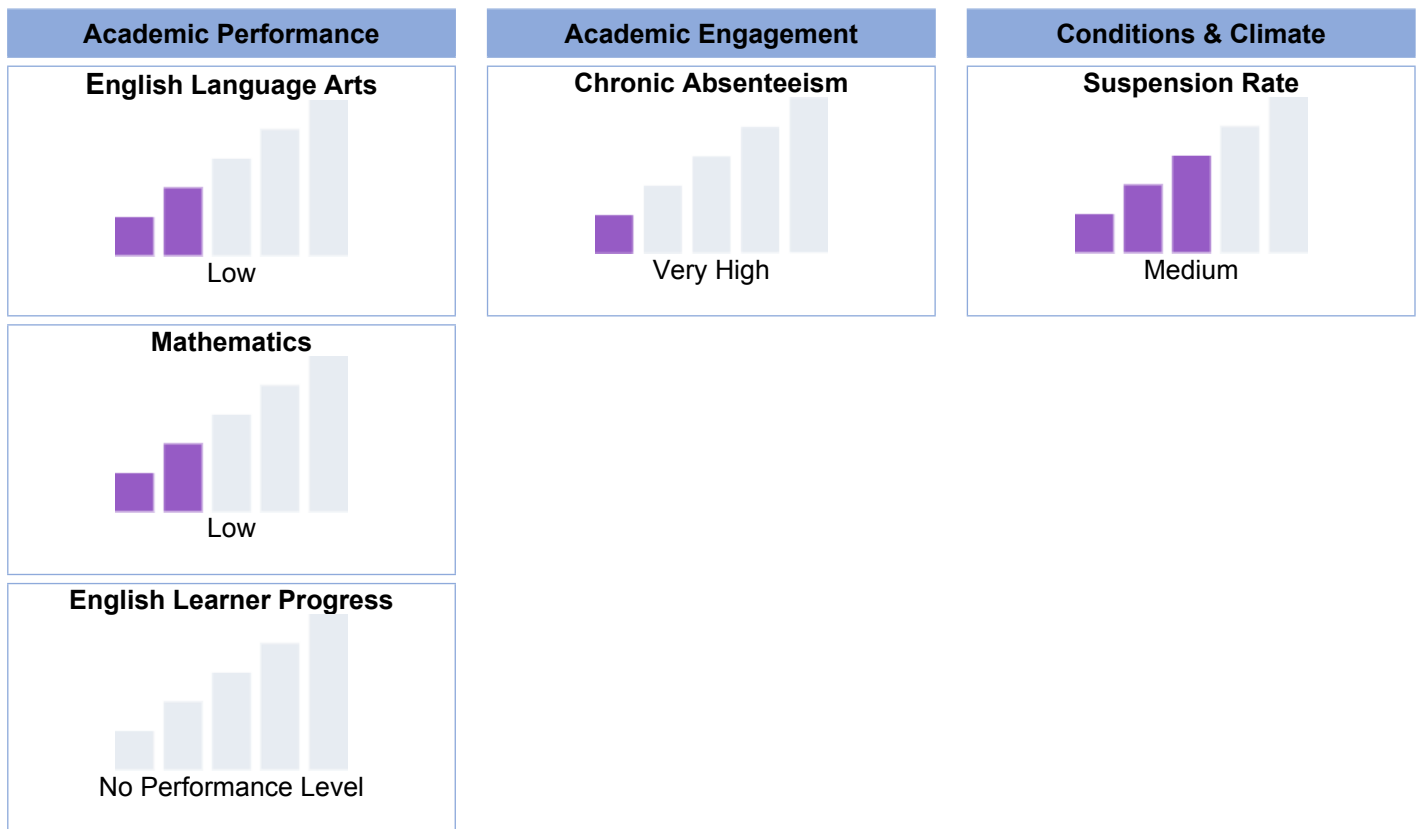
Overall Performance

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:

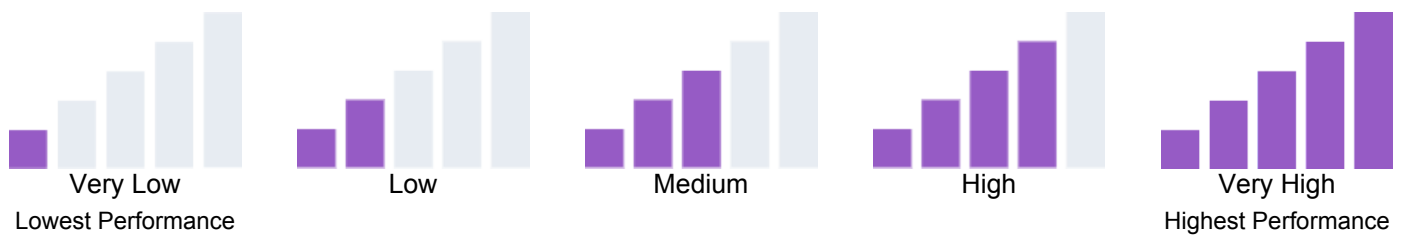
1. Academic Performance in both ELA and Math is low.
2. Suspension rates are also an area of concern.

School and Student Performance Data

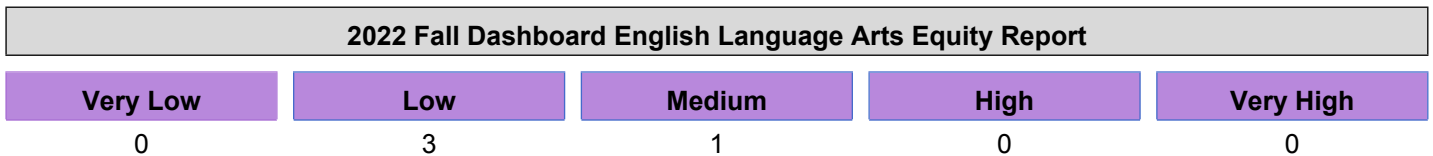
Academic Performance English Language Arts

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](#).

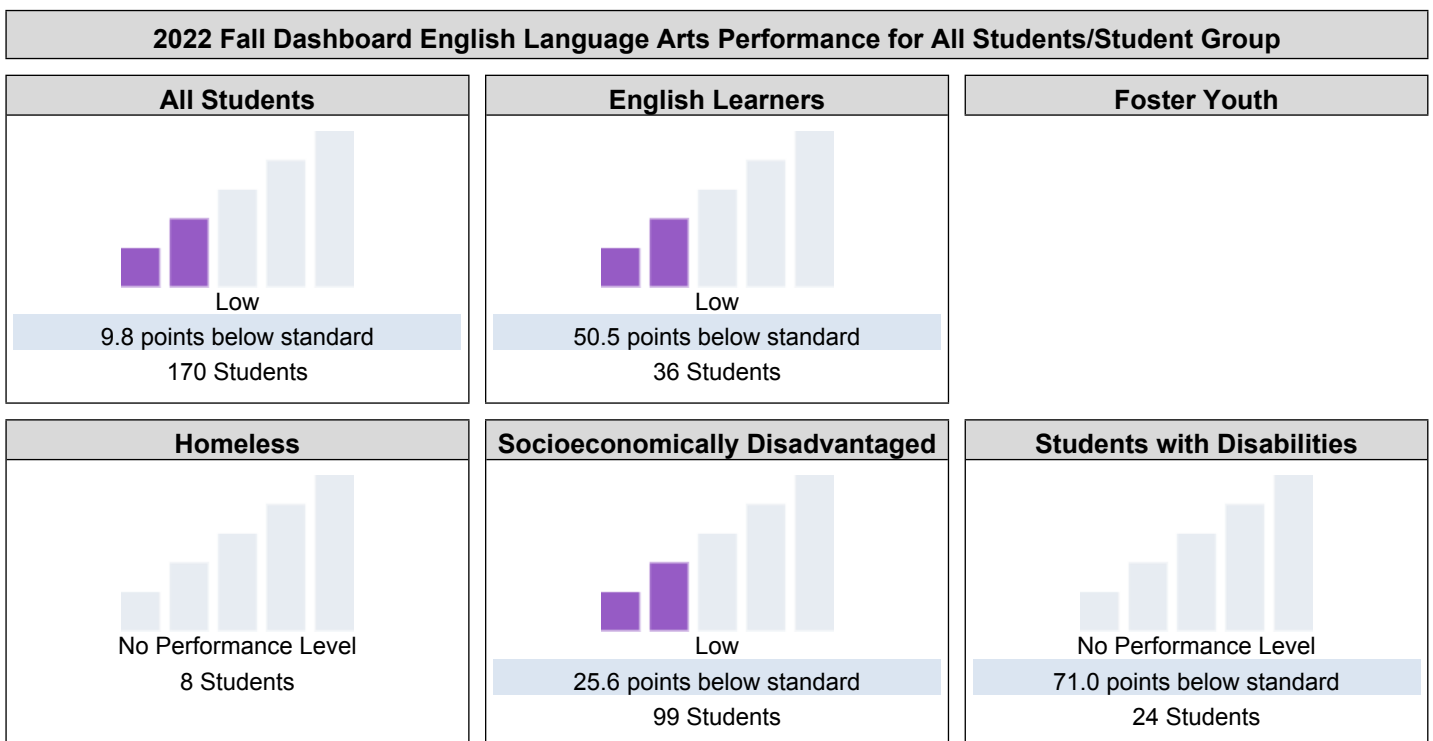
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



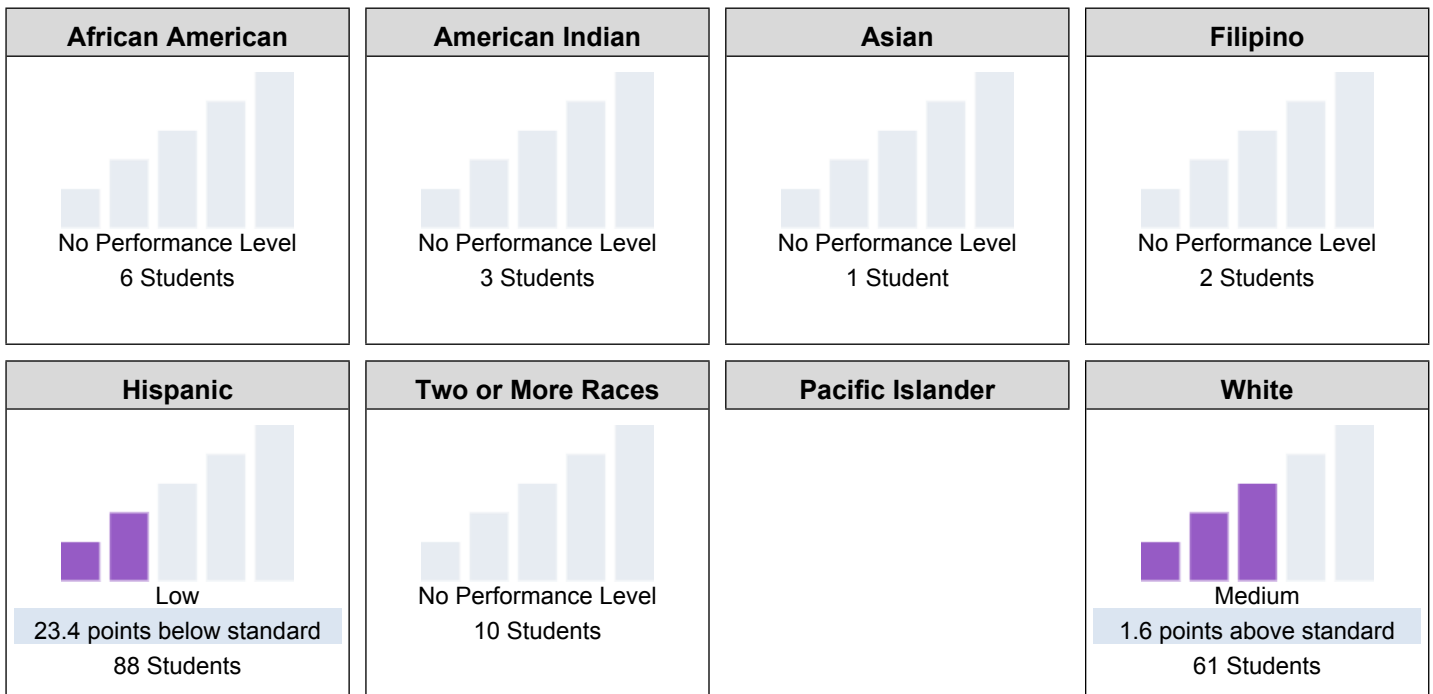
This section provides number of student groups in each level.



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
57.3 points below standard	10 Students	4.6 points below standard
26 Students		100 Students

Conclusions based on this data:

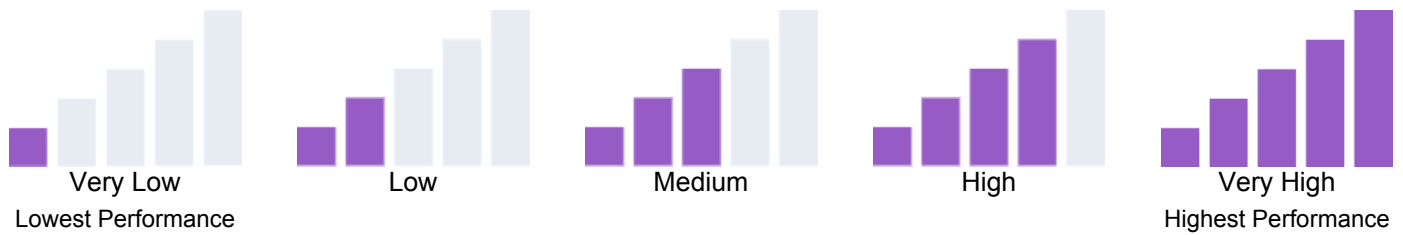
1. Overall Riverview students are low in English-Language Arts.
2. The subgroup of white students scored medium, but all other subgroups scored low.
3. English Learners scored the lowest of all subgroups at 50 points below standard.

School and Student Performance Data

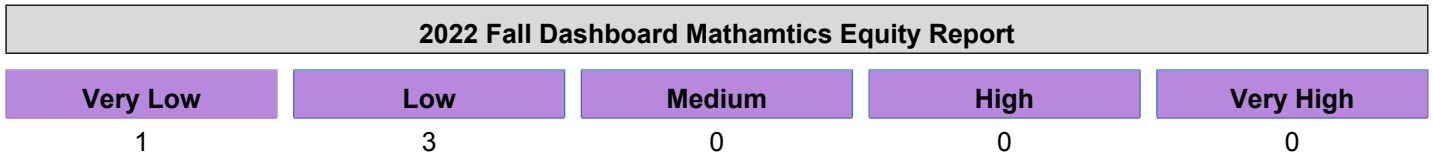
Academic Performance Mathematics

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](#).

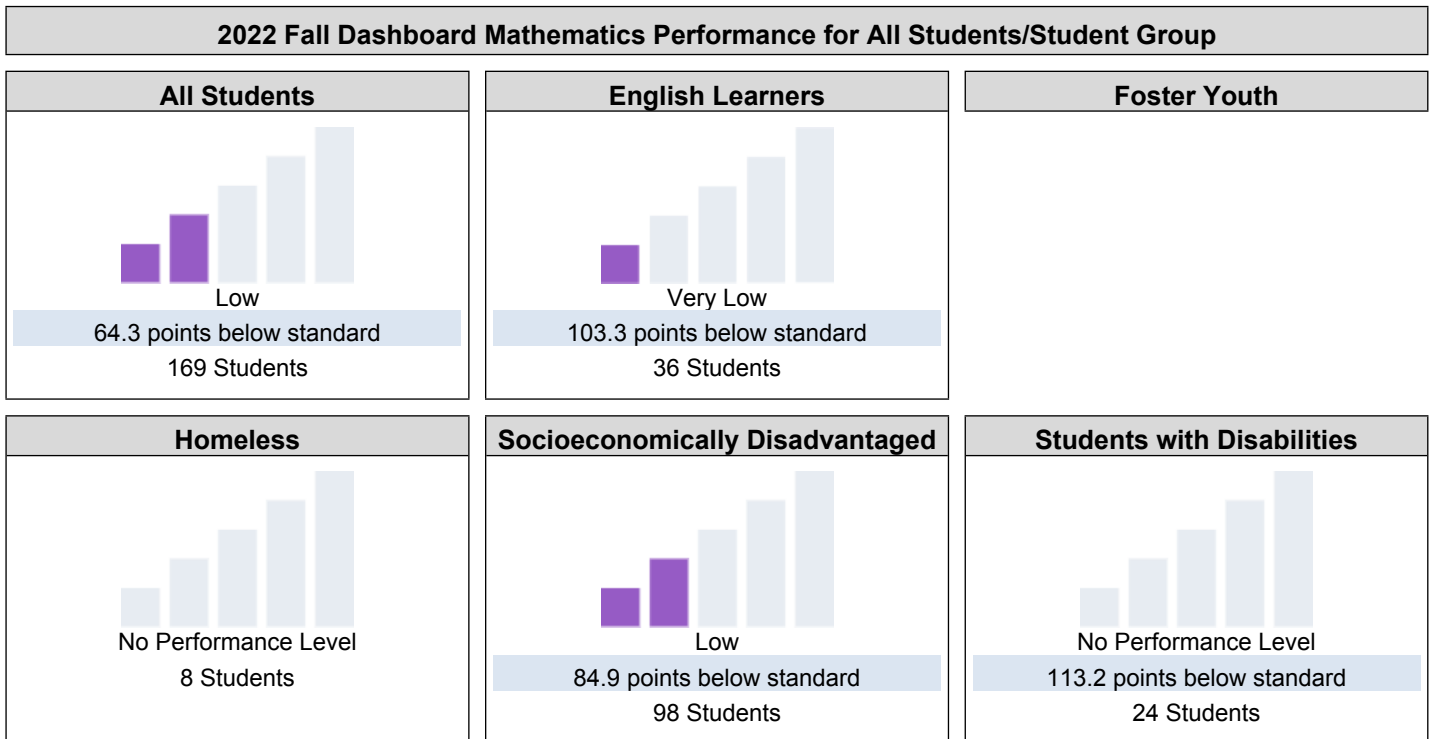
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



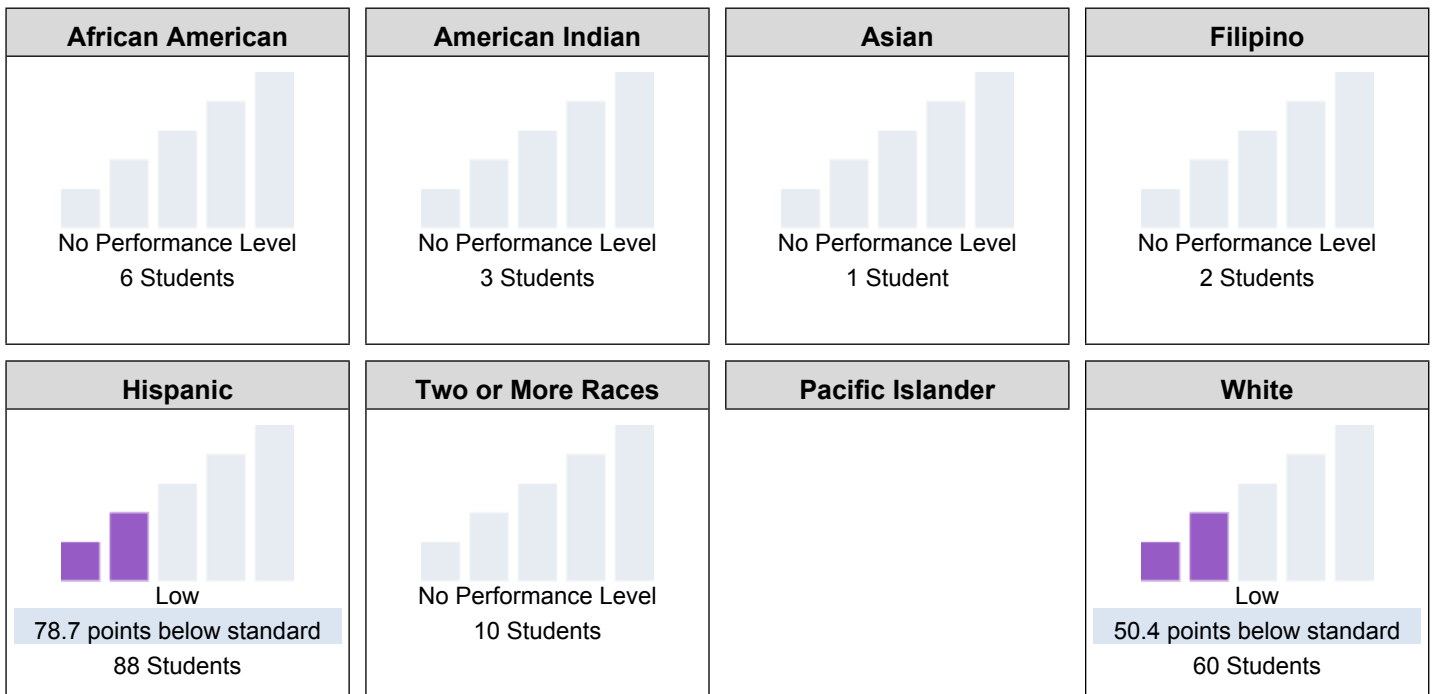
This section provides number of student groups in each level.



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
116.7 points below standard 26 Students	10 Students	60.7 points below standard 99 Students

Conclusions based on this data:

1. Overall Riverview students scored low in math.
2. Socioeconomically Disadvantages students scored in the very low range.

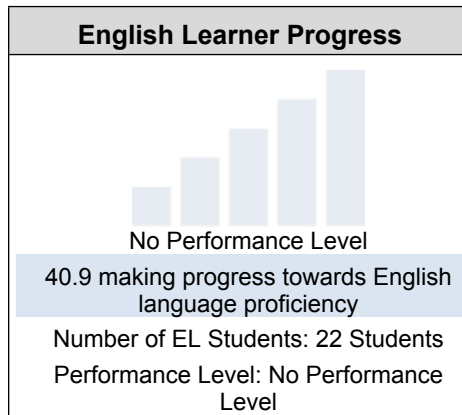
School and Student Performance Data

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
22.7%	36.4%	13.6%	27.3%

Conclusions based on this data:

- About half of Riverview's English Learners maintained their level.
- Over one-quarter of Riverview's English Learners progressed at least one level.
- Less than one-quarter of Riverview's English Learners decreased one level.

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:

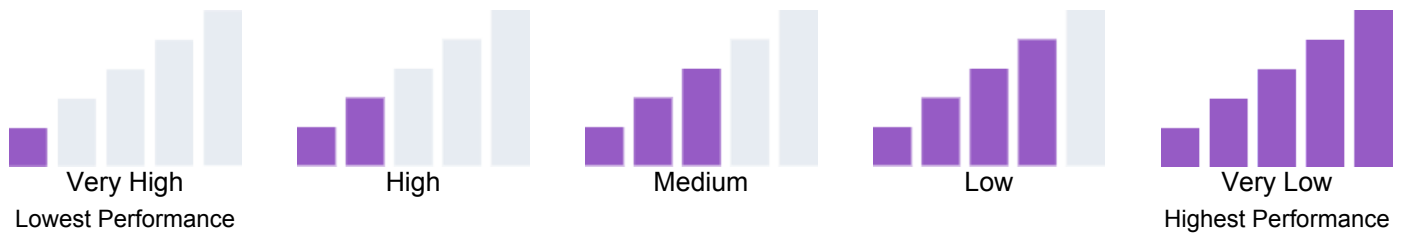
- 1.

School and Student Performance Data

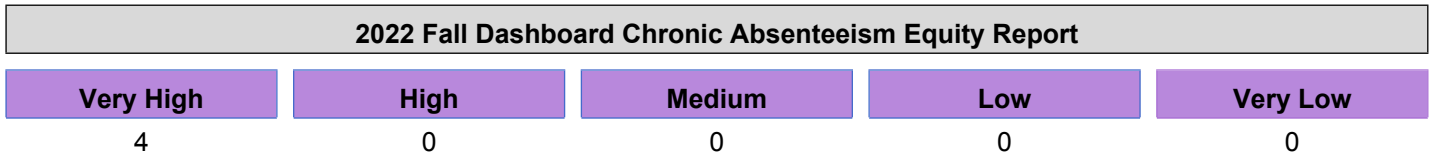
Academic Engagement Chronic Absenteeism

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](#).

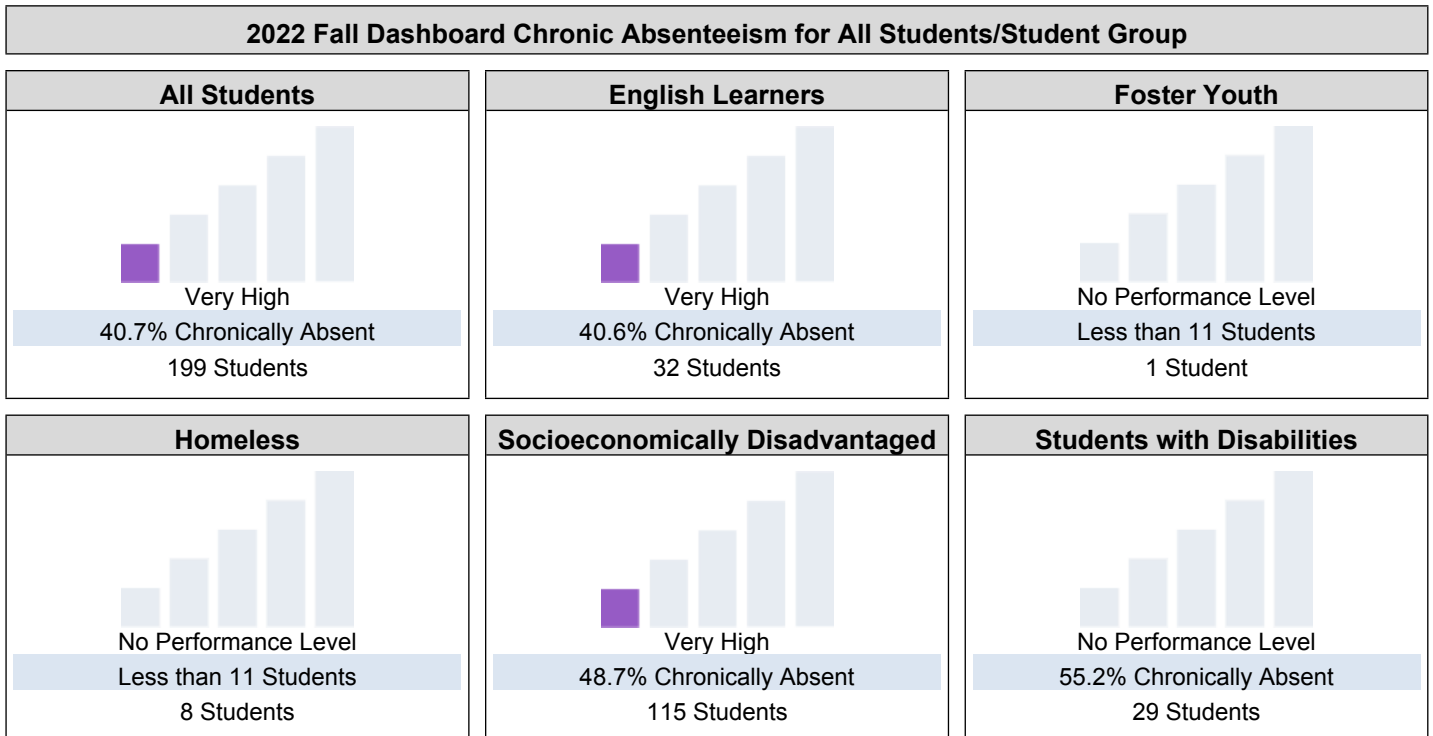
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



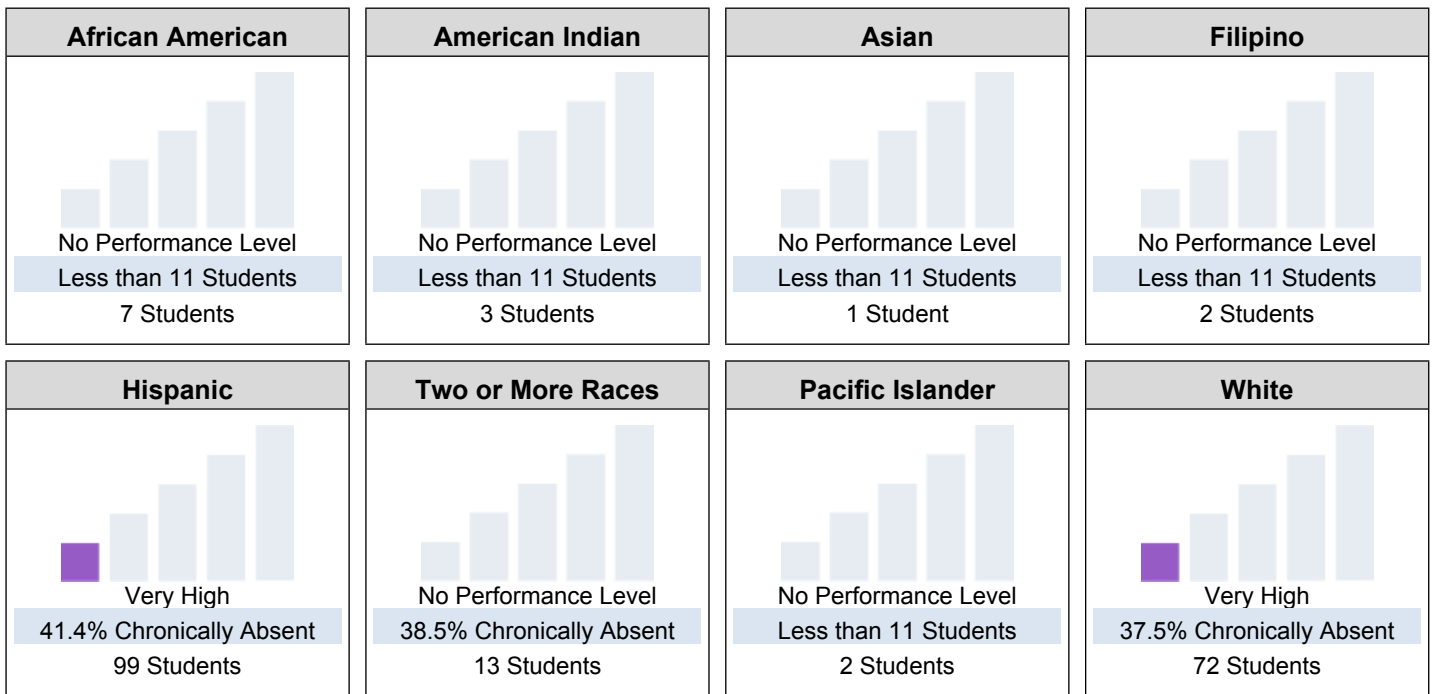
This section provides number of student groups in each level.



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:

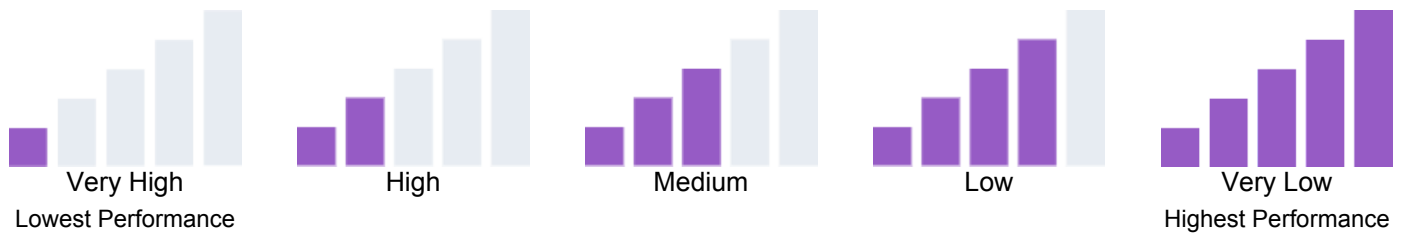
1. This is a very small number of students (4). We will identify and target support for the small number of students who are chronically absent.
2. About 40% of all Riverview students are chronically absent. In addition, students in the subgroups for English Learners, Hispanic and White students are also around 40%.
3. The subgroup Socioeconomically Disadvantaged has the highest percentage of chronically absent students at 48%.

School and Student Performance Data

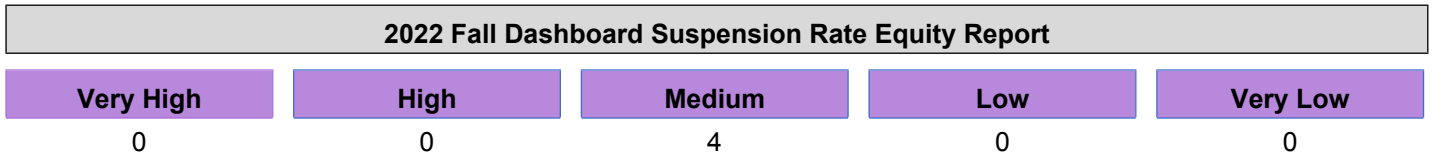
Conditions & Climate Suspension Rate

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](#).

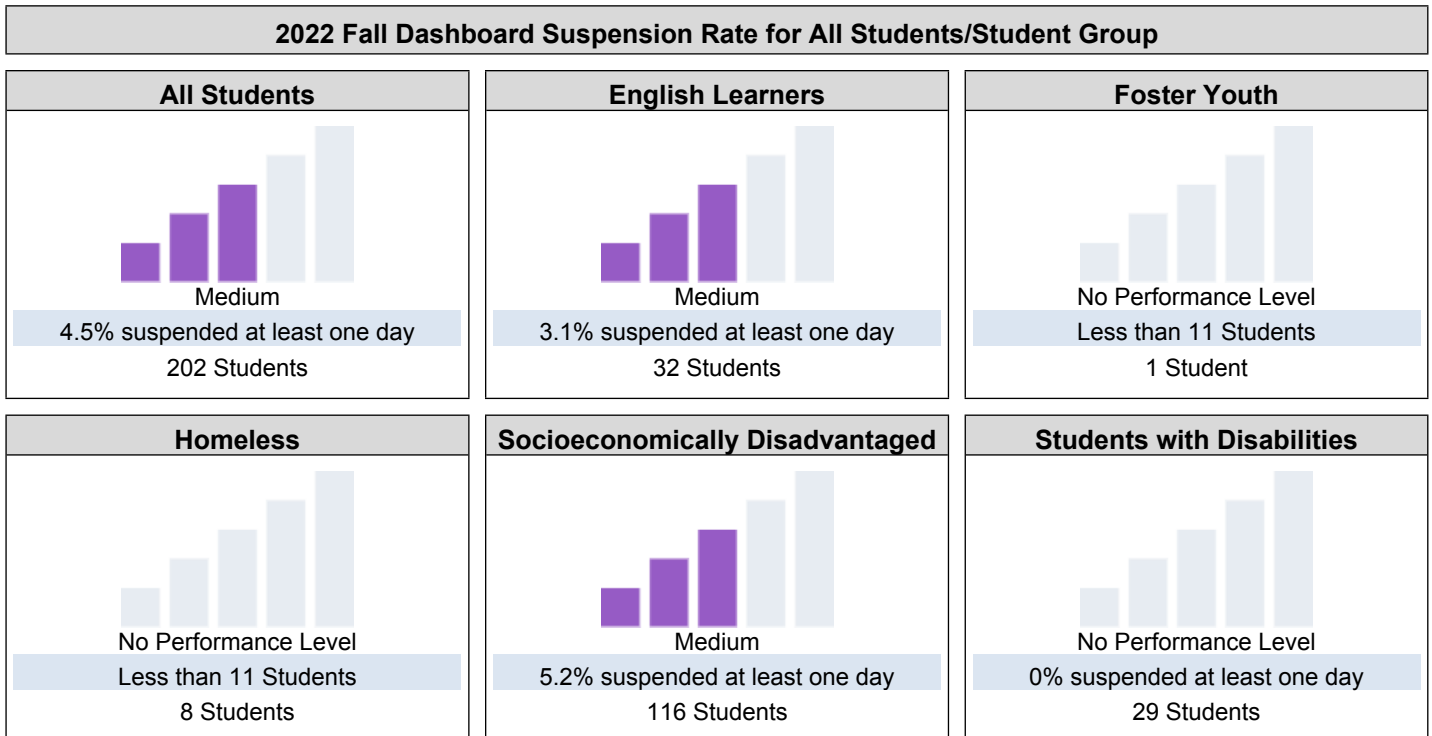
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



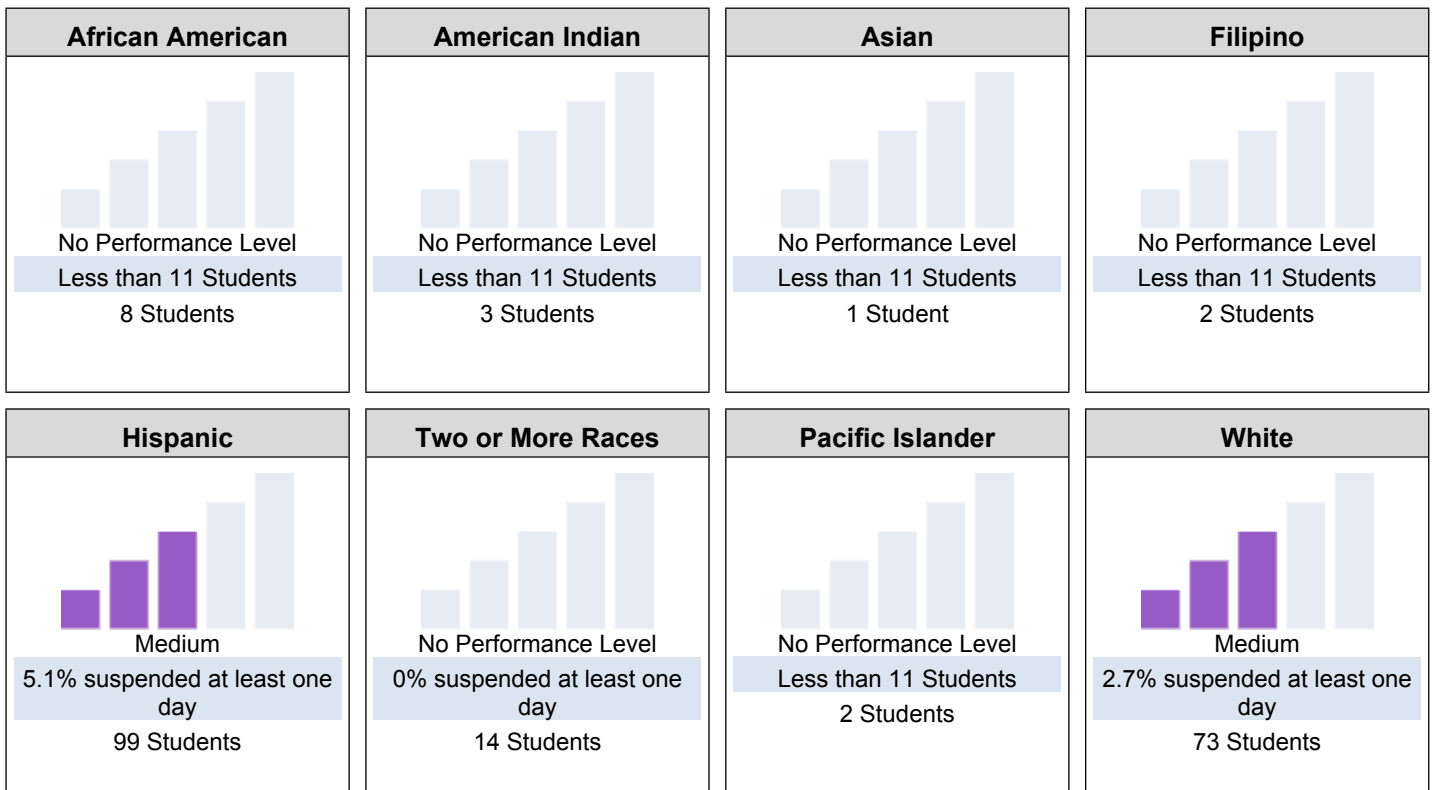
This section provides number of student groups in each level.



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:

- Riverview's suspension rate overall and for subgroups is in the medium range.

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

Student Achievement

LEA/LCAP Goal

Students will learn their grade level Common Core, Next Generation Science and English Language Development Standards and stay on track to graduate are college and career ready.

Goal 1

Teachers across the curriculum will use best teaching practices to each state standards, include varying levels of rigor, and increase average writing scores on a school-wide writing prompt from 2.1 to 2.5 for organization, 1.8 to 2.2 for evidence/elaboration, and 1.5 to 1.7 for Conventions using the CAASPP rubric.

Identified Need

Strategy:

An analysis of Riverview's SBAC and MAP scores, school-wide writing prompt, and classroom work shows that Riverview students need to improve their writing skills. In Fall 2022, a school-wide writing prompt showed that students need support in the area of organization and evidence/elaboration. Instruction in these areas will improve writing across the curriculum as students use writing in each of their classes.

Riverview will continue our ongoing professional development with Sacramento County Office of Education for teachers in the areas of writing, rigor, and other areas that the team identifies throughout the year during collaboration. During staff meetings, we will review and analyze data throughout the year to identify areas of need.

What data did you use to form this goal (findings from data analysis)?

The SBAC test results, NWEA MAP test results, school-wide writing prompt scores, and formal and informal assessments that align to Common Core State Standards; training agendas and professional development from previous year.

What process will you use to monitor and evaluate the data?

Riverview staff will analyze data at staff meetings and individually to identify gaps, areas of need, and areas of growth. We will gather formative and summative data throughout the year from curriculum assessments, assignments, and teacher observations.

What did the analysis of the data reveal that led you to this goal?

Riverview students made improvement on the 2022 SBAC tests in Math, English-Language Arts and Science. However, the CDE dashboard shows that on 2022 state assessments Riverview performed 9.8 points below standard in English-Language Arts and 64.3 points below standard in Math.

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

Strategy/Activity

Instructional Materials

Task:

Provide teachers with necessary materials to ensure their classrooms are safe, productive and technologically advanced to enable students to perform at their highest levels. Items in this category include supplemental teaching materials, paper and other classroom supplies, and ink and toner for printers and copiers.

Measures:

Inventory teaching materials each teacher currently has, as well as what they need, to better serve our students.

People Assigned:

All teachers, Principal, secretary, and office assistant

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)

4257

Source(s)

Lottery: Unrestricted
4000-4999: Books And Supplies
classroom and office supplies

5460

Discretionary
4000-4999: Books And Supplies
classroom and office supplies

2884

Site Supplemental & Concentration
4000-4999: Books And Supplies
classroom and office supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-wide Writing Analysis

Task:

Administer and score school-wide writing prompt mid-year using the CAASSP Interim Assessment writing prompts and scoring rubric.

Measures:

Use the CAASPP Writing Rubrics to score writing prompts. Analyze results to identify areas of growth and areas of need.

People Assigned:

Principal, Teachers, SCOE Support Team

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Advancements

Task: Maintain the amount and quality of classroom technology at Riverview in order for teachers to create dynamic, engaging lessons for students that allow students to have access to the curriculum. Teachers currently have SMARTBoards, desktops, laptops, document cameras, iPads, AppleTV, and flatscreen TVs. Some of these items are becoming obsolete and will need to be replaced. These funds may also be used to replace Chromebooks as needed to maintain 1:1 chromebook inventory.

Measures:

Each classroom will be equipped with the necessary technology for the teacher to present material, report grades, prepare lessons, and present enrichment opportunities.

People Assigned:

Teachers, Principal, and Office Assistant

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)

3500

Discretionary
4000-4999: Books And Supplies
Teacher Technology

2500

Lottery: Unrestricted
4000-4999: Books And Supplies
Chromebooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Service Agreement

Task:

Use Companion software, a subscription needs to be update annually. This enables staff to check out books, textbooks, and chromebooks to students and track inventory.

Measures:

Companion software will be used to monitor and catalog library books, textbooks, and chromebooks.

People Assigned:

Teachers, Principal, Office Assistant

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)

1400

Source(s)

Discretionary
5000-5999: Services And Other Operating
Expenditures
Service Agreement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Books

Task:

Books will be purchased to replace worn-out and lost books, complete book series, and stock library with up-to-date texts. Books will also be purchases to replenish classroom reading libraries.

Measures:

The Principal and teachers will purchase the books based on an analysis of existing books, new publications available, and books that need to be replaced.

People Assigned:
Principal, Office Assistant, Teachers

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)

500

Source(s)

Discretionary
4000-4999: Books And Supplies
Library Books

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development for teachers in their subject area, planning and delivering engaging lessons, or social-emotional learning.

Task:

Since COVID, our teachers have not been engaging in outside professional development like before. Professional development, workshops, and trainings are an excellent opportunity for teachers to learn new skills, meet new colleagues, and get re-energized about teaching. Each teacher, along with guidance from the administrator, will seek out and attend a professional development experience during the school year. They will then report back to the Riverview staff what they learned to create a shared learning experience within the staff.

Measures:

Teachers will attend conferences and workshops; teachers will present at staff meetings what was learned; new strategies and programs will be visible on walk throughs and observations.

People Assigned:

Principal and teachers

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)

1100

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
conferences and workshop fees

1100	Discretionary 1000-1999: Certificated Personnel Salaries Substitute teachers for conferences and workshop fees
700	Site Supplemental & Concentration 5000-5999: Services And Other Operating Expenditures conferences and workshop fees
700	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Substitute teachers to cover for conferences and workshops

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Academic Conversation and Instructional Rounds

Task:

All teachers will continue to be trained on increasing Academic Conversations in all classes. This will be done through a combination of district-wide and site-based professional development.

Measures:

Academic conversation walkthroughs will be conducted by RDUSD Leadership team members and Riverview Staff throughout the year to gauge levels of academic conversations in classes using the district Academic Conversation Walkthrough tool.

People Assigned:

Principal and Teachers

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)

1300

Source(s)

Lottery: Unrestricted
1000-1999: Certificated Personnel Salaries
Subs or paid prep time for teachers to do instructional rounds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site license for Teachers Pay Teachers

Task: Purchase a site-wide license for Teachers Pay Teachers, which will allow teachers to supplement their lesson with creative, hands-on learning opportunities for their students.

Measures:

Increased assignment completion

Increased content comprehension as recorded by grades and MAP Scores

Decreased off task behaviors as recorded by office referrals.

People Assigned:

Principal, Office Assistant, Teachers

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)

1200

District Funded
5000-5999: Services And Other Operating Expenditures
Site license for Teacher Pay Teachers

800

District Funded
5000-5999: Services And Other Operating Expenditures
Site license for Teacher Pay Teachers

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Payment to teachers for after school meetings

Task:

Teachers are occasionally asked to attend after school meetings for students' support including IEP meetings, 504 Plan meetings, and SST meetings. In accordance with the River Delta Unified Teachers Association agreement, Riverview will pay teachers that stay after school or these meetings their hourly variable rate.

Measures:

Student support and the home-school connection will increase. This will be evident in higher academic achievement and fewer discipline problems.

People Assigned:
Principal, teachers

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)
2400	Lottery: Unrestricted 1000-1999: Certificated Personnel Salaries teacher extra pay for meetings after school
1600	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries teacher extra pay for meetings after school

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

Student Achievement

LEA/LCAP Goal

Implementation of State Standards

Goal 2

Provide supports for students to mitigate learning loss from the pandemic shutdown and to close the achievement gap. In English Language Arts, 70% of students will score at or above grade level and in Math; 50% will score at or above grade level on our Spring 2024 NWEA MAP test.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The Spring NWEA MAP test results for the incoming 7th and 8th graders for the last 2 years.

What process will you use to monitor and evaluate the data?

Analyze NWEA MAP in the Fall and Winter for: 1) number of students scoring at or above grade level in ELA and math; 2) Students who are close to grade level and strategies to raise their scores; 3) Areas of improvement for students as a whole and particularly for students who are scoring below grade level.

Strategy:

During staff meetings, analysis scores to identify areas of strength and improvement. Disaggregate data to look at sub-groups.

Support ongoing professional development for all staff. Focus classroom visitations on the implementation of teaching strategies that engage students, ensure students meet standards and use technology to increase student access to curriculum.

What did the analysis of the data reveal that led you to this goal?

Although Riverview students made improvement on the 2022 SBAC tests, our Spring 2023 MAP scores show a decline in every area, except 7th grade math, from Spring 2022. In Spring 2023, 46% of 7th graders scored at or above grade level in Math compared to 37% in 2022; 51% of 7th graders scored at or above grade level in English-Language Arts compared to 60% in 2022; 47% of 8th graders scored at or above grade level in Math compared to 49% in 2022; and 52% of 8th graders scored at or above grade level in English-Language Arts compared to 55% in 2022. Therefore we will continue to work toward raising our MAP test scores, which are good indicators of SBAC performance.

The CDE dashboard shows that on 2022 state assessments Riverview performed 9.8 points below standard in English-Language Arts and 64.3 points below standard in Math.

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

Strategy/Activity

Continue with Differentiated Assistance support with Sacramento County Office of Education

Task: After many years of being in assistance status with Sacramento County Office of Education, Riverview exited that status in the Spring of 2023 due to our rise in scores on the 2022 SBAC test. However, Riverview's Principal will continue to meet with district and SCOE team members throughout the year as part of the RDUSD Differentiated Assistance process. During this process, team members will gather and analyze data, formulate a plan to improve student achievement, and participate in professional development.

Measures:

MAP, SBAC, and School-wide writing prompt scores.

People Assigned:

Principal, Teachers, SCOE team

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AVID Training and Implementation

Task:

Teachers will continue to attend professional development for AVID strategies. Riverview will subscribe to Sacramento County Office of Education's AVID professional development series. Substitutes will be provided for teachers to attend these trainings throughout the school year. Site-based AVID trainings and collaboration will occur quarterly at staff meetings on AVID strategies such as Focused Note Taking, Inquiry Strategies, and Collaborative Study Groups.

Measures:

Number of teachers attending the AVID PD sessions; staff involvement in site-based trainings; implementation of AVID strategies in classrooms.

People Assigned:

AVID Coordinator/Teacher, AVID Leadership Team, Teachers, Principal

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)

600

Site Supplemental & Concentration
5800: Professional/Consulting Services And
Operating Expenditures
Subscription to SCOE AVID Professional
Development Series

1020

Site Supplemental & Concentration
1000-1999: Certificated Personnel Salaries
Substitutes to cover for teachers attending
SCOE AVID PD series (6 days)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

GLAD Training

Task:

GLAD strategies have been proven to increase student engagement and comprehension, especially among English Learners. Riverview teachers will be using GLAD strategies to embed the English Language Development standards into their daily instruction. To that end, RDUSD's GLAD trainer will conduct a GLAD workshop at the beginning of both semesters for Riverview staff. She will also conduct 1:1 follow up support for teachers based on specific needs for their subject matter, population, and teaching style.

Measures:

Increase in GLAD strategies being used in classes from observations and walkthroughs. Increase in student comprehension, assignment completion, and test scores will increase.

People assigned:

Principal, Director of Education Services, Teachers

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)
1584	Discretionary 5800: Professional/Consulting Services And Operating Expenditures GLAD Trainings and Support
1056	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures GLAD Trainings and Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

Support Groups and After School Tutoring

Task: To support struggling students, Riverview teachers will review academic scores 7 times throughout the year (after each progress report and report card period). Teachers will identify students who need supports and, working with our Paws-itivity Committee, match students with available supports, such as after school tutoring and academic/behavior support groups.

Measures:
MAP, SBAC, Writing Prompt scores; class grades and GPAs

People Assigned:
Principal, Teachers, Instructional Assistants

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)
6000	District Funded 1000-1999: Certificated Personnel Salaries Homework Club Staffing

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Test Chats

Task:

Before Winter and Spring MAP tests and SBAC testing, ELA and Math teachers will be given release time to conduct "test chats" to go over students progress on previous tests.

Measures:

Each student will participate in a test chat and receive reports on their MAP progress.

People Assigned:

Teachers and Principal

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)

1500

Source(s)

Discretionary

1000-1999: Certificated Personnel Salaries sub and/or extra pay for prep time for teachers to meet with students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Panther Pride Groups

Task:

With teacher input, we will strategically place students with similar needs into groups, or prides, to meet with a staff member weekly to discuss academic, behavioral, and social-emotional progress. Students will create goals in their groups and reflect on their goals at each meeting. Groups will be dynamic and staff will meet periodically to consider placements. Snacks, prizes, and rewards will be given to student participants to increase motivation and incentive.

Measures:

Increased assignment completion

Increased GPAs

Fewer classroom problems due to assignment/work, mental health/stress, and behavior

People Assigned:

Principal and Staff, if interested

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)
2500	Discretionary 1000-1999: Certificated Personnel Salaries Extra Pay for Teacher
1200	Discretionary 4000-4999: Books And Supplies Snacks and Incentives for Panther Pride Groups
800	Site Supplemental & Concentration 4000-4999: Books And Supplies Snacks and Incentives for Panther Pride Groups

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Elective Classes

Task:

Riverview will offer 3 elective classes throughout the year: Leadership, Journalism, and AVID. The 3 classes will have both academic and Social-Emotional Learning components to support students.

Measures:

Increased academic progress
Decreased discipline incidents

People Assigned:

Teachers assigned to the 3 electives

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)
720	Site Supplemental & Concentration 4000-4999: Books And Supplies Classroom supplies
480	Lottery: Unrestricted 4000-4999: Books And Supplies Classroom supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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

Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 3

Provide opportunities for parents to be involved in their students' academic and social success at school and maintain or increase the current level of parent interactions of 65% parents attending 1 or more school events throughout the year.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Observational data
Attendance sign-ins from parent events
Parent input

What process will you use to monitor and evaluate the data?

We will track of the number of parents who attend events throughout the year. We will track the communication methods we use.

Strategy:

Increase communication and advertisement for events, including Spanish translation in the messages home.

Continue/improve events for parents (AVID night, Open House, etc.)

What did the analysis of the data reveal that led you to this goal?

Parent participation in school events is limited. We can increase participation by involving students in the planning and offering dinner or dessert. Flyers and handouts rarely make it home for parents to read. We will continue to use social media and phone calls home for communication.

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

Strategy/Activity

Parent Organization Meetings

Task:

In order to have family and community input and ensure that families have a voice at Riverview, we will hold regular meetings of our parent organizations. PTC and School Site Council will meet monthly and the English Language Advisory Committee will meet quarterly or more as needed. Notice of these meetings will be emailed to all families and sent home through our phone service. We will also explore creating a new, inclusive parent group targeting minority populations to ensure all our students' needs and the families' needs are met. Some of these opportunities may be Orientation, Back to School Night, Rallies, Assemblies, Field Day, ELAC meetings, Parent Teacher Club meetings, School Site Council meetings, Parent/ Teacher Conferences, Open House, and Graduation.

Measures:

Participation in these meetings will consist of officers and other parents who are interested. Attendance and input/discussions will be recorded in meeting minutes.

People Assigned:

Principal, Committee officers, families and community members

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Communication with Families

Task:

Use Parent Square for communication with families through posts, private messages, texts, and phone calls. Examples of communications that will be sent include progress reports, report cards, newsletters, and information about immunizations, school safety, attendance and behavior reports. Send communication home through US mail as necessary.

Measures:

Usage and Contact reports from Parent Square

People Assigned:

All School Staff

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)

500

Source(s)

Discretionary
5700-5799: Transfers Of Direct Costs
Postage for direct mailings to families

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Translation and Interpreter Services

Task:

In order to keep our Spanish-speaking families informed of school events, home-school correspondence (outside of Parent Square which is automatically translated) will be translated and sent home in both English and Spanish. Interpreters will be provided at meetings.

People Assigned:

Principal and Spanish-speaking Staff

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)

300

Source(s)

Site Supplemental & Concentration
2000-2999: Classified Personnel Salaries
translation and Interpreter services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

AVID Family Nights

Task:

AVID informational nights for parents and families. Event will include dinner, refreshments and prizes. Translation services will also allow greater access for our Spanish-speaking population. One night will be held each semester for the Fall and Spring AVID classes.

Measure:
Sign in sheets

People Assigned:
Principal and AVID Teachers

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)
400	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Teacher extra pay for AVID night and preparation
300	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies and prizes for AVID night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Bring Your Parent to Lunch Days

Task:

Once a semester, Riverview will host Bring Your Parent to Lunch, where parents will be allowed to join their child at Riverview to have lunch with them. The Parent Teacher Club will provide prizes and treats.

Measures:

A tally of parents participating will be captured at each event.

People Assigned:

Principal and Parent Teacher Club

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)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Game Night

Task:

Once a semester, hold a family game night for families to participate in fun games, including food and prizes.

Measures:

A tally of parents attending will be captured at each event.

People Assigned:

Staff and Parent Teacher Club

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)

400

Source(s)

Discretionary
4000-4999: Books And Supplies
Supplies, food and prizes

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

School Culture

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal 4

Riverview will foster a culture of positive connections between and among students and staff. Students will be honored and rewarded for good behavior and academic success. Increasing student attendance and promoting a positive school climate will have a positive influence on student achievement. We will increase positive office referrals by 10% and decrease negative office referrals by 10%.

Identified Need

This year, Riverview staff gave 'paws-itive' office referrals to students who were making good choices. Each month our Paws-itivity Committee tracked the positive and negative office referrals by grade, type, student and teacher. Through April of this year, Riverview staff gave 1,043 'paws-itive' office referrals (up from 529 for the same period in 2021-22) and 362 negative referrals (up from 206 the same period in 2021-22). Negative behaviors were high this year, but we also were more consistent about tracking data. Next year, we will increase our 'paws-itive' referrals by 10% and decrease our negative referrals by 10%.

What data did you use to form this goal (findings from data analysis)?

Attendance rates

Honor roll/GPA data

Teacher input

Panorama survey

Discipline records

'Pawsitive' office referral data

Panther of the Month data

Good Attendance Reward data

What process will you use to monitor and evaluate the data?

Student progress over time in the areas of grade point average, number of detentions assigned, number of suspensions and expulsions school wide, and teacher analysis of classroom disruptions. We will also monitor the number, frequency, and type of positive incentive to determine any changes to behavior and academics during those times.

Strategy:

Recognize students for academic achievement, attendance, MAP growth goal, and good behavior on a quarterly basis by having a reward (ex: pizza or ice cream party). Hold monthly Panther of the Month luncheons where teachers invite a student and their guest to lunch who have demonstrated our Panther trait of the month. Recognize positive student behavior and effort with paws-itive office

referrals and post cards home for students who are behaving and making good choices. Staff will recognize one student each month as Student of the Month who will be highlighted on our daily announcements and the weekly Panther Press video. Plan monthly rallies and quarterly spirit weeks.

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

Strategy/Activity

Awarding Academic Achievement, Good Attendance, MAP Growth and Positive Behavior

Task:

Hold award assemblies quarterly in which students are honored for their academic achievement, good attendance, MAP Growth Goals, and positive behavior.

Measures:

Students will be honored for having a GPA of 3.0 or higher on their report card, good attendance (95% attendance or better) for the quarter, attaining their MAP Growth Goals on the MAP Growth Report and good behavior (no more than 1 minor behavior infraction in a quarter).

People Assigned:

Teachers, Principal, Secretary

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)
300	Discretionary 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance
181	Site Supplemental & Concentration 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance
419	Lottery: Unrestricted 4000-4999: Books And Supplies Snacks, prizes, and rewards for honor roll and good attendance

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Panther of the Month Student Recognition

Task:

Recognize students monthly for exhibiting the Panther Trait of the Month. Each staff member will invite a student and that student will bring a friend to a monthly lunch.

Measures:

Track students who are invited and the staff member that invited them.

People Assigned:

Teachers, Staff, Food Services Staff

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)

200

Source(s)

Discretionary

5700-5799: Transfers Of Direct Costs
Cost of staff lunches

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Leadership Class & All Students

Strategy/Activity

Leadership class and CADA Conference

Task:

The Leadership Teacher will attend the CADA (California Association of Directors of Activities) conference to learn new, exciting ways to continue to improve the school climate and culture. The Leadership Teacher will train teachers in activities to use in their house meetings to improve relationships and connections. The Leadership Teacher will also learn ways to engage students in school activities such as dances, spirit weeks, and activity/game nights.

Measures:

The Leadership Teacher will train teachers/staff on relationship building activities once per month so they may lead the activity in their monthly house meetings.

People Assigned:

The Leadership Teacher, principal, and all staff

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)
600	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures CADA Leadership Conference
900	Discretionary 5800: Professional/Consulting Services And Operating Expenditures CADA Leadership Conference
306	Discretionary 1000-1999: Certificated Personnel Salaries Sub to cover for Leadership teacher while at CADA Conference
204	Site Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Sub to cover for Leadership teacher while at CADA Conference
160	Site Supplemental & Concentration 4000-4999: Books And Supplies Supplies for rallies, spirit week, and other activities
240	Lottery: Unrestricted 4000-4999: Books And Supplies Supplies for rallies, spirit week, and other activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Security Cameras

Task:

Maintenance and service on security cameras.

Measures:

Security cameras will help students and staff feel safe as well as monitor student behavior, accidents, and dangerous situations.

People Assigned:
Principal, Office Assistant, Maintenance

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)

2719

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Maintenance and service on security cameras

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplies and Incentives for Positive Behavior and School Culture

Task:

Incentives and rewards for positive behavior, including 'paws-itive' office rewards and behavior plan incentives. Supplies for house meetings and house rallies to increase connection and relationships among students and between students and staff. Organize fun activities throughout the year to boost school spirit such as rallies, spirit weeks, house competitions, and weekly Bingo games with prizes for students and adults. To be paid with CalHOPE grant funds.

Measures:

Increase in paws-itive office referrals. Positive feedback from staff regarding house meetings and rallies. Increased student engagement and positive behavior overall.

People Assigned:

Principal, all staff

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)

6000

Source(s)

Other
4000-4999: Books And Supplies
House Celebration and PBIS rewards and prizes (CALHope SEL Grant)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Sports Teams

Task:

Provide a stipend for coaches of girls' volleyball, girls' basketball, boys' basketball and co-ed soccer in accordance with the RDUSD contract. Also, provide substitutes for teachers/coaches on game days.

Measures:

Riverview will offer opportunities for students to participate in the 3 sports within our league (girls' volleyball, girls' basketball, boys' basketball and co-ed soccer).

People Assigned:

Principal, Coaches/Staff

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)

4000

Source(s)

Lottery: Unrestricted
1000-1999: Certificated Personnel Salaries
Coaches' stipend

1000

Discretionary
1000-1999: Certificated Personnel Salaries
Subs to cover for coaches on game days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Truant Students

Strategy/Activity

Monitor truant students

Task:

Track students who are missing more than 90% of school days by making frequent phone calls and emails to parents. Work with families to solve factors that are prohibiting the student from attending school.

Measures:

The number of truant (absent 90% of the days or more) students will decrease.

People Assigned:
Principal, Teachers, Director of Educational Services, School Resource Officers

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Social-Emotional Health

Task:

Riverview students will continue to receive counseling services from Rio Vista Care, Riverview’s new part time counselor, and our new full-time clinician with the CalHope Grant. Staff the wellness center so students have a place to rest and re-charge when necessary.

Measures:

Negative office referrals and discipline will decrease. Students will report positive mental health on surveys and through staff interactions. Counselors will maintain data on referrals and data will also be collected when students visit the wellness center.

People Assigned:

Principal, Counselor, Rio Vista Care, All Staff

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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Substitute for Secretary and Office Assistant

Task: To ensure the office is running smoothly and student and families needs are met, we will staff the office with substitutes when our secretary or office assistant are out.

Measures:

Office procedures will continue as normal.

People Assigned:

Principal and office staff

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)

350

Source(s)

Lottery: Unrestricted
2000-2999: Classified Personnel Salaries
Secretary and Office Assistant Substitute

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School-wide Lessons on Tolerance/The Anne Frank Experience

Task:

Students will attend a virtual field trip with the Museum of Tolerance called The Anne Frank Experience where students will learn of the atrocities of hate, bigotry and the holocaust.

Measure:

Student behavior and tolerance will improve according to office referrals and anecdotal evidence from staff.

People Assigned:

Principal, Teachers

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)

600

Source(s)

Discretionary

	5800: Professional/Consulting Services And Operating Expenditures Virtual Field Trip - Combat Hate
400	Site Supplemental & Concentration 5800: Professional/Consulting Services And Operating Expenditures Virtual Field Trip - Combat Hate

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student of the Week

Task:
Each week a different teacher will highlight a Student of the Week. The Student of the Week will be recognized during the morning announcements and the weekly Panther Press video.

Measure:
Students' positive behavior will be recognized and we will see more positive behaviors on campus and less negative behaviors.

People Assigned:
Teachers, Journalism Teacher

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)
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Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Train and Maintain Student Peacekeepers

Task:
With the support of Riverview's counselor and CalHOPE Clinician, Riverview will train and maintain student Peacekeepers to help manage minor disputes on campus.

Measure:
Student discipline referrals will decrease.

People Assigned:
Principals, Counselor, Clinician

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)

400

Source(s)

Discretionary
4000-4999: Books And Supplies
Supplies and Incentives

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partner with Top Youth Speakers for ongoing motivational visits and support

Task:

Contract with Top Youth Speakers to come to campus three times during the school year for presentations on character education, anti-bullying, and motivation. Staff will also have access to the 12-month curriculum and 100+ videos. To be paid with CalHope grant funds.

Measure:

Students' positive behavior will increase and negative behaviors will decrease as tracked by our PBIS teams.

People Assigned:
Principal and staff

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)

5900

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
Guest speakers and social-emotional learning
lesson (CALHope SEL Grant)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly Student Panels with Principal on Climate and Culture

Task:

Each month, Riverview's Principal will meet with a small group of students chosen at random to discuss the current climate and culture at Riverview. Topics will include school pride and connections, positive behavior incentives, academic progress and achievement, etc. Information from these panels will be shared with the COST and Pawsitivity Committees.

Measure:

Students' positive behavior will increase and negative behaviors will decrease as tracked by our PBIS teams.

People Assigned:

Principal and staff

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)

1000

Source(s)

Other
4000-4999: Books And Supplies
Lunch and Snacks for students (CALHope SEL Grant)

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

LEA/LCAP Goal

Goal 5

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 6

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 7

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 8

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 9

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 10

Identified Need

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 11

Identified Need

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)

Strategy/Activity

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.

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	\$7,320.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76,640.00

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 (\$)
Discretionary	\$24,450.00
District Funded	\$10,719.00
Lottery: Unrestricted	\$15,946.00
Other	\$12,900.00
Site Supplemental & Concentration	\$12,625.00

Subtotal of state or local funds included for this school: \$76,640.00

Total of federal, state, and/or local funds for this school: \$76,640.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	24,450.00
District Funded	10,719.00
Lottery: Unrestricted	15,946.00
Other	12,900.00
Site Supplemental & Concentration	12,625.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,030.00
2000-2999: Classified Personnel Salaries	650.00
4000-4999: Books And Supplies	31,701.00
5000-5999: Services And Other Operating Expenditures	7,919.00
5700-5799: Transfers Of Direct Costs	700.00
5800: Professional/Consulting Services And Operating Expenditures	11,640.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	6,406.00
4000-4999: Books And Supplies	Discretionary	11,760.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,500.00

5700-5799: Transfers Of Direct Costs	Discretionary	700.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	3,084.00
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,719.00
1000-1999: Certificated Personnel Salaries	Lottery: Unrestricted	7,700.00
2000-2999: Classified Personnel Salaries	Lottery: Unrestricted	350.00
4000-4999: Books And Supplies	Lottery: Unrestricted	7,896.00
4000-4999: Books And Supplies	Other	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,900.00
1000-1999: Certificated Personnel Salaries	Site Supplemental & Concentration	3,924.00
2000-2999: Classified Personnel Salaries	Site Supplemental & Concentration	300.00
4000-4999: Books And Supplies	Site Supplemental & Concentration	5,045.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental & Concentration	700.00
5800: Professional/Consulting Services And Operating Expenditures	Site Supplemental & Concentration	2,656.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,401.00
Goal 2	17,460.00
Goal 3	1,900.00
Goal 4	25,879.00

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

Name of Members	Role
Emily Gollinger	Parent or Community Member
Sefia Rounds	Classroom Teacher
Elvia Coronado	Parent or Community Member
Andrea Hagan	Classroom Teacher
Angie Wilcott	Parent or Community Member
Susan Delarosa	Other School Staff
Marcy Rossi	Principal
Sheridan Sassenburg	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

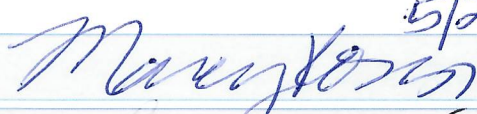
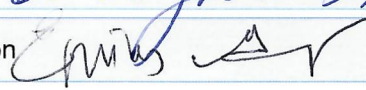
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Marcy Rossi on	 5/24/23
SSC Chairperson, Emily Gollinger on	

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