



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Middle School	07-61754-6004261	May 28, 2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Riverview Middle School has been identified for CSI under Low Performing, based on Dashboard indicators.

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

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# Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Riverview Middle School has been identified for CSI under Low Performing, based on Dashboard indicators.

At Riverview we strive to build an inclusive and safe environment for students, staff and community through implementing equitable quality instruction that emphasizes cultural and personal experiences while preparing students for college and/or career. Riverview's goals mirror those of the Mt. Diablo Unified School District: high quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success.

## Educational Partner Involvement

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

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

School Site Council meetings and the English Language Advisory Council meetings were held to give stakeholders an opportunity to contribute to the development of the school's SPSA. The SPSA was discussed and reviewed at staff meetings where we collectively looked at the results data and identified key initiatives for this school year.

## Resource Inequities

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

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

Through informal surveys of all stakeholders Riverview Middle School has identified the follow resource inequities:

- a lack of Spanish speaking staff both as classroom teachers and counselors across all content areas
- a lack of safe and updated facilities for all to use
- professional development in the area of literacy

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Math, English Language Arts, Chronic Absenteeism, Suspensions, English Learner Progress

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

All of our groups are in red or orange

### **Other Needs**

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



# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.39%	%	1	3	
African American	9.64%	7.18%	9.32%	69	55	70
Asian	2.93%	3%	3.46%	21	23	26
Filipino	2.79%	2.48%	2.93%	20	19	22
Hispanic/Latino	73.46%	74.54%	73.90%	526	571	555
Pacific Islander	0.84%	0.52%	0.93%	6	4	7
White	2.79%	3.13%	2.40%	20	24	18
Multiple/No Response	1.40%	1.7%	3.06%	10	13	23
<b>Total Enrollment</b>				716	766	751

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	242	273	247
Grade 7	247	237	274
Grade 8	227	256	230
<b>Total Enrollment</b>	716	766	751

#### Conclusions based on this data:

1. Enrollment has fluctuated over 5 years from 720 - 792 this current year. This impacts teacher FTE allotment which impacts the culture and climate of the school as reductions in force is based on seniority. It also means we are hiring routinely which has become difficult due to the teacher shortage.
2. Latino is the student group in overall student population.
3. African American student group is the second highest student population.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	275	283	300	40.4%	38.4%	39.9%
Fluent English Proficient (FEP)	227	253	231	29.7%	31.7%	30.8%
Reclassified Fluent English Proficient (RFEP)		33		3.7%		

### Conclusions based on this data:

1. The number of ELL students rose slightly last year
2. The number of Fluent English Proficient students has increased
3. We tripled the number of students reclassified from 11 (2020-21) to 33 (2022 - 2023)

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	253	238	268	190	227	254	186	226	254	75.1	95.4	94.8
Grade 7	227	261	237	194	243	224	191	243	224	85.5	93.1	94.5
Grade 8	265	227	253	210	214	243	205	214	242	79.2	94.3	96.0
All Grades	745	726	758	594	684	721	582	683	720	79.7	94.2	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2439.	2458.	2449.	3.76	3.10	3.94	15.05	16.81	16.54	20.97	32.74	29.92	60.22	47.35	49.61
Grade 7	2473.	2474.	2467.	3.66	2.88	1.79	19.37	21.81	17.41	26.70	19.34	30.80	50.26	55.97	50.00
Grade 8	2485.	2510.	2481.	3.41	4.21	3.31	17.56	23.83	16.12	26.34	32.71	26.86	52.68	39.25	53.72
All Grades	N/A	N/A	N/A	3.61	3.37	3.06	17.35	20.79	16.67	24.74	27.96	29.17	54.30	47.88	51.11

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



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	5.41	5.78	7.48	41.62	51.11	44.88	52.97	43.11	47.64
<b>Grade 7</b>	8.38	7.82	7.14	51.83	53.50	57.59	39.79	38.68	35.27
<b>Grade 8</b>	7.32	9.86	7.44	48.78	57.75	48.76	43.90	32.39	43.80
<b>All Grades</b>	7.06	7.78	7.36	47.50	54.04	50.14	45.44	38.18	42.50

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	3.91	2.23	4.33	32.40	45.54	38.19	63.69	52.23	57.48
<b>Grade 7</b>	7.98	6.20	3.60	41.49	42.15	44.59	50.53	51.65	51.80
<b>Grade 8</b>	3.94	6.54	2.48	40.89	46.26	39.26	55.17	47.20	58.26
<b>All Grades</b>	5.26	5.00	3.48	38.42	44.56	40.53	56.32	50.44	55.99

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	6.49	6.22	8.66	64.86	72.00	66.93	28.65	21.78	24.41
<b>Grade 7</b>	7.33	3.29	6.25	68.59	75.31	68.75	24.08	21.40	25.00
<b>Grade 8</b>	4.88	9.81	9.50	67.32	73.83	65.70	27.80	16.36	24.79
<b>All Grades</b>	6.20	6.30	8.19	66.95	73.75	67.08	26.85	19.94	24.72

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	7.53	5.31	5.91	58.06	71.68	57.48	34.41	23.01	36.61
<b>Grade 7</b>	9.42	6.58	3.57	60.21	62.55	59.38	30.37	30.86	37.05
<b>Grade 8</b>	4.88	9.35	5.79	72.20	68.22	66.94	22.93	22.43	27.27
<b>All Grades</b>	7.22	7.03	5.14	63.75	67.35	61.25	29.04	25.62	33.61

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**Conclusions based on this data:**

1. The number of students scoring Below Standard is over 70% over 3 years
2. More than 50% of all students and students in individual grade levels scored At or Nearly Met Standard in Reading over time.
3. The number of all students scoring above standard has decreased from 7% to 5%. All grade levels declined.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	253	238	268	195	225	259	192	225	259	77.1	94.5	96.6
<b>Grade 7</b>	227	261	237	191	244	229	187	244	228	84.1	93.5	96.6
<b>Grade 8</b>	265	227	253	209	211	247	207	210	247	78.9	93.0	97.6
<b>All Grades</b>	745	726	758	595	680	735	586	679	734	79.9	93.7	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	2421.	2419.	2418.	0.52	2.22	4.63	7.29	7.56	5.79	23.44	22.67	18.53	68.75	67.56	71.04
<b>Grade 7</b>	2441.	2434.	2426.	6.42	1.23	2.19	7.49	5.74	8.77	16.58	26.64	19.74	69.52	66.39	69.30
<b>Grade 8</b>	2445.	2450.	2440.	1.93	2.86	1.62	7.25	8.10	6.48	19.81	15.71	17.41	71.01	73.33	74.49
<b>All Grades</b>	N/A	N/A	N/A	2.90	2.06	2.86	7.34	7.07	6.95	19.97	21.94	18.53	69.80	68.92	71.66

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	1.56	1.78	3.47	23.96	31.11	22.78	74.48	67.11	73.75
<b>Grade 7</b>	7.53	1.64	2.63	27.96	30.33	26.75	64.52	68.03	70.61
<b>Grade 8</b>	3.38	2.86	3.24	37.68	28.10	32.79	58.94	69.05	63.97
<b>All Grades</b>	4.10	2.06	3.13	30.09	29.90	27.38	65.81	68.04	69.48

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	1.04	1.33	3.09	34.90	36.89	33.20	64.06	61.78	63.71
<b>Grade 7</b>	5.35	2.05	2.63	42.25	40.16	42.54	52.41	57.79	54.82
<b>Grade 8</b>	1.45	5.24	2.43	40.58	42.86	42.91	57.97	51.90	54.66
<b>All Grades</b>	2.56	2.80	2.72	39.25	39.91	39.37	58.19	57.29	57.90

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 6</b>	2.08	2.22	4.25	58.85	56.44	49.81	39.06	41.33	45.95
<b>Grade 7</b>	5.88	2.05	4.82	57.22	58.20	53.07	36.90	39.75	42.11
<b>Grade 8</b>	2.42	3.33	0.81	59.90	54.76	48.18	37.68	41.90	51.01
<b>All Grades</b>	3.41	2.50	3.27	58.70	56.55	50.27	37.88	40.94	46.46

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**Conclusions based on this data:**

1. The number of students who met or exceeded standard increased over 3 years but remains less than 15%
2. Percent of students near or below standard has not changed over three years.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1494.9	1520.1	1505.9	1507.1	1526.3	1509.8	1482.2	1513.5	1501.4	92	91	108
7	1540.3	1527.1	1520.0	1564.0	1527.3	1524.8	1516.1	1526.4	1514.7	87	94	78
8	1529.8	1548.5	1526.1	1544.3	1551.1	1528.4	1514.7	1545.5	1523.2	105	83	88
<b>All Grades</b>										284	268	274

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.06	16.48	5.56	29.11	35.16	42.59	36.71	35.16	30.56	29.11	13.19	21.30	79	91	108
7	26.67	13.83	19.23	26.67	40.43	24.36	30.67	30.85	38.46	16.00	14.89	17.95	75	94	78
8	15.85	23.17	9.09	34.15	39.02	31.82	25.61	26.83	40.91	24.39	10.98	18.18	82	82	88
<b>All Grades</b>	15.68	17.60	10.58	30.08	38.20	33.94	30.93	31.09	36.13	23.31	13.11	19.34	236	267	274

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.32	38.46	33.33	31.65	40.66	43.52	30.38	13.19	12.04	12.66	7.69	11.11	79	91	108
7	42.67	26.60	33.33	38.67	45.74	38.46	12.00	19.15	17.95	6.67	8.51	10.26	75	94	78
8	31.71	40.24	22.73	40.24	34.15	47.73	17.07	15.85	18.18	10.98	9.76	11.36	82	82	88
<b>All Grades</b>	33.05	34.83	29.93	36.86	40.45	43.43	19.92	16.10	15.69	10.17	8.61	10.95	236	267	274

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	2.53	0.00	0.93	5.06	24.18	12.04	36.71	37.36	37.96	55.70	38.46	49.07	79	91	108
<b>7</b>	2.67	7.45	6.41	22.67	10.64	20.51	36.00	52.13	26.92	38.67	29.79	46.15	75	94	78
<b>8</b>	7.32	7.32	2.27	17.07	29.27	21.59	32.93	41.46	37.50	42.68	21.95	38.64	82	82	88
<b>All Grades</b>	4.24	4.87	2.92	14.83	20.97	17.52	35.17	43.82	34.67	45.76	30.34	44.89	236	267	274

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	12.00	14.29	20.37	54.67	69.23	62.96	33.33	16.48	16.67	75	91	108
<b>7</b>	21.21	12.77	15.38	59.09	58.51	57.69	19.70	28.72	26.92	66	94	78
<b>8</b>	11.54	20.73	11.36	67.95	57.32	64.77	20.51	21.95	23.86	78	82	88
<b>All Grades</b>	14.61	15.73	16.06	60.73	61.80	62.04	24.66	22.47	21.90	219	267	274

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	55.13	68.89	44.44	35.90	25.56	48.15	8.97	5.56	7.41	78	90	108
<b>7</b>	79.45	63.83	61.54	17.81	28.72	28.21	2.74	7.45	10.26	73	94	78
<b>8</b>	71.60	53.75	53.41	17.28	38.75	35.23	11.11	7.50	11.36	81	80	88
<b>All Grades</b>	68.53	62.50	52.19	23.71	30.68	38.32	7.76	6.82	9.49	232	264	274

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	5.13	3.33	1.85	21.79	44.44	27.78	73.08	52.22	70.37	78	90	108
<b>7</b>	8.00	9.57	8.97	34.67	45.74	32.05	57.33	44.68	58.97	75	94	78
<b>8</b>	20.25	20.73	9.09	20.25	35.37	28.41	59.49	43.90	62.50	79	82	88
<b>All Grades</b>	11.21	10.90	6.20	25.43	42.11	29.20	63.36	46.99	64.60	232	266	274

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	8.00	8.79	9.26	61.33	78.02	62.04	30.67	13.19	28.70	75	91	108
<b>7</b>	7.81	4.26	10.26	67.19	81.91	67.95	25.00	13.83	21.79	64	94	78
<b>8</b>	2.53	3.66	2.27	63.29	86.59	75.00	34.18	9.76	22.73	79	82	88
<b>All Grades</b>	5.96	5.62	7.30	63.76	82.02	67.88	30.28	12.36	24.82	218	267	274

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**Conclusions based on this data:**

1. The amount of students scoring "1" has decreased in all domains for 21-22.
2. The highest scoring student group scored "3" in Overall Language.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>766</b>	<b>82.8</b>	<b>36.9</b>	<b>0.1</b>
Total Number of Students enrolled in Riverview Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	36.9
Foster Youth	1	0.1
Homeless	14	1.8
Socioeconomically Disadvantaged	634	82.8
Students with Disabilities	125	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	7.2
American Indian	3	0.4
Asian	23	3
Filipino	19	2.5
Hispanic	571	74.5
Two or More Races	13	1.7
Pacific Islander	4	0.5
White	24	3.1

**Conclusions based on this data:**

1. Approximately 82% of students in 2022-2023 are socioeconomically disadvantaged.
2. Approximately 36% of students in 2022-2023 are English Learners.
3. The two largest race/ethnicity are Hispanic (74.5%) and African American (7.2%).

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. The overall performance for all students is Red in English Language Arts , Mathematics, English Learner Progress, Suspension Rate
2. The overall performance for all student was orange in Chronic Absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

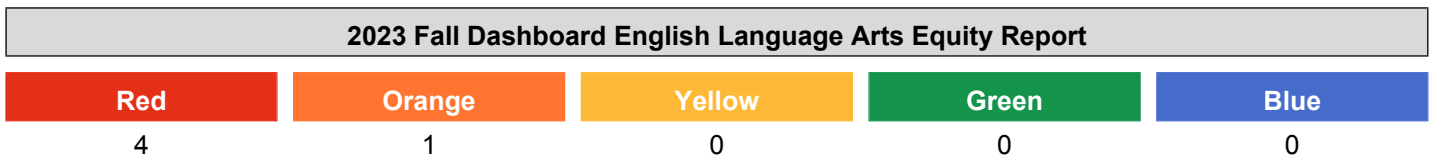
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 84.1 points below standard Decreased Significantly -15.1 points 701 Students	<p><b>English Learners</b></p>  Red 118.3 points below standard Decreased Significantly -24.2 points 337 Students	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 85.3 points below standard Decreased -11.7 points 591 Students	<p><b>Students with Disabilities</b></p>  Red 164.9 points below standard Maintained -2.7 points 117 Students

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

African American	American Indian	Asian	Filipino
 Orange 82.2 points below standard Increased Significantly +48.5 points 60 Students	Less than 11 Students  3 Students	47.3 points below standard Decreased Significantly - 34.2 points 23 Students	37 points below standard Maintained +1.4 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 90.3 points below standard Decreased Significantly - 19.2 points 529 Students	112.6 points below standard 16 Students	Less than 11 Students  5 Students	72.1 points below standard Decreased Significantly - 42.1 points 25 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
155 points below standard Decreased Significantly -33.5 points 231 Students	38.3 points below standard Decreased -4.5 points 106 Students	74.2 points below standard Increased +5.1 points 199 Students

**Conclusions based on this data:**

1. All students decreased significantly with ELL students decreasing 24.2 points
2. African American students increased 48.5 points.
3. Reclassified English Learners decreased 4.5 points



# School and Student Performance Data

## Academic Performance Mathematics

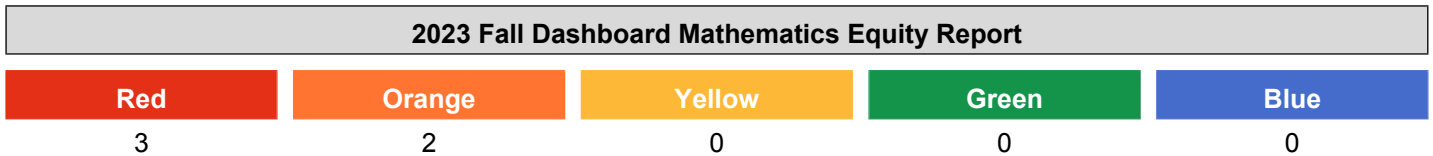
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>139.9 points below standard</p> <p>Decreased -5.4 points</p> <p>700 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>169.4 points below standard</p> <p>Decreased -13.8 points</p> <p>337 Students</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>142.1 points below standard</p> <p>Decreased -3.9 points</p> <p>590 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>207.7 points below standard</p> <p>Increased Significantly +18.6 points</p> <p>115 Students</p>

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

African American	American Indian	Asian	Filipino
 Orange 163 points below standard Increased Significantly +42.3 points 60 Students			
Hispanic	Two or More Races	Pacific Islander	White
 Red 143.6 points below standard Decreased -9.6 points 529 Students			

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
202.5 points below standard Decreased Significantly -24.4 points 230 Students	98.4 points below standard Increased +9.2 points 107 Students	136.5 points below standard Increased Significantly +16.3 points 199 Students

**Conclusions based on this data:**

1. All students maintained performance (red) on the 2023 Math assessment
2. African American students increased 42.3 in Math.
3. English Learners scores decreased 24.4.

# School and Student Performance Data

## Academic Performance English Learner Progress

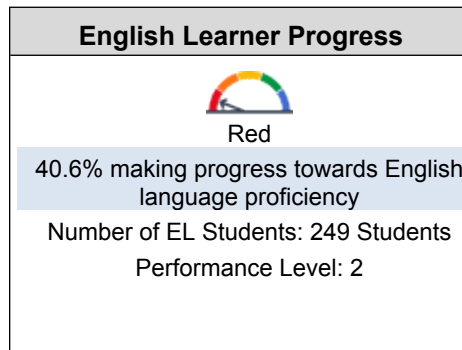
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
66	82	4	97

#### Conclusions based on this data:

- 66 students decreased on ELPI level



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 31.1% Chronically Absent Declined -1.5 801 Students	 Orange 29.5% Chronically Absent Declined -1.3 302 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
	 Red 32.5% Chronically Absent Increased 0.9 674 Students	 Orange 34.8% Chronically Absent Declined -9.7 138 Students

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

African American	American Indian	Asian	Filipino
 Red 43.9% Chronically Absent Increased 2.6 82 Students			
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.6% Chronically Absent Declined -0.7 588 Students	 Orange 34.8% Chronically Absent Declined -11.4 46 Students		

**Conclusions based on this data:**

1. Chronic Absenteeism reduced for all students by 1.5%
2. Chronic Absenteeism for African American students increased 2.6%
3. Chronic Absenteeism for students identified as two or more races declined 11.4 points.



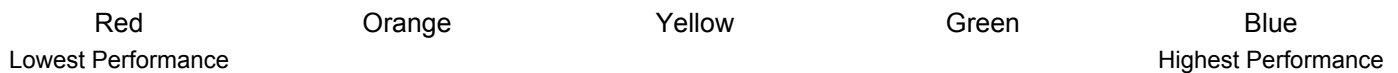
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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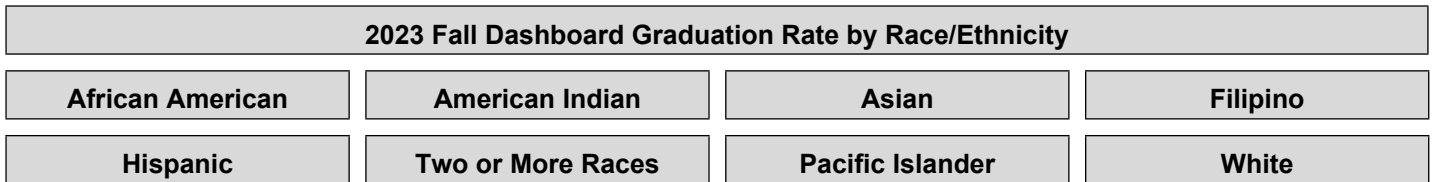
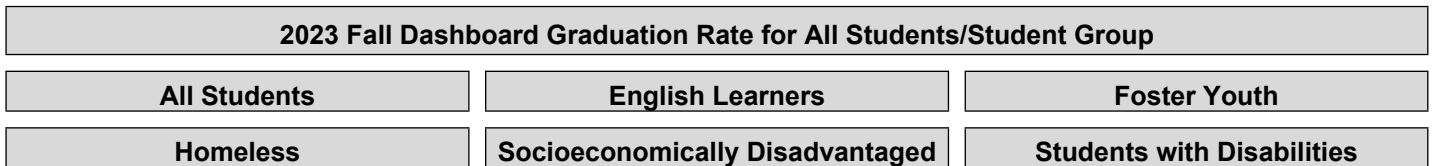
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

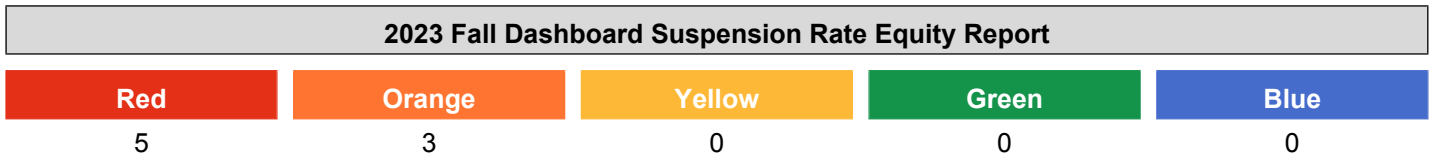
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red	 Red	
13.7% suspended at least one day	13.2% suspended at least one day	
Increased 2.5 837 Students	Increased Significantly 5.9 311 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red	 Red	 Orange
12.5% suspended at least one day	13.6% suspended at least one day	16.3% suspended at least one day
Increased 6.4 32 Students	Increased 2.7 701 Students	Declined -3.7 141 Students

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

African American	American Indian	Asian	Filipino
 <p align="center">Orange</p> <p align="center">28.9% suspended at least one day</p> <p align="center">Declined -6.5</p> <p align="center">83 Students</p>			<p align="center">23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Red</p> <p align="center">11.9% suspended at least one day</p> <p align="center">Increased Significantly 4.7</p> <p align="center">612 Students</p>	 <p align="center">Orange</p> <p align="center">15.4% suspended at least one day</p> <p align="center">Declined -4.3</p> <p align="center">52 Students</p>		

**Conclusions based on this data:**

1. Suspension Rate for all students increased 2.5%
2. Suspension Rate for African American students declined 6.5%
3. Suspension Rate decreased for African American students, Two or More races, and students with disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Instructional Focus

By December of 2024 78% of 6th grade students will be provided with ongoing instruction in WICOR Strategies.

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

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

### Identified Need

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

Staff and parents have reported there is a need to strengthen instruction in the area organization and school readiness.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	31.1% are moderately or severely chronic	Reduce chronic absenteeism to 25%
Students re-designated Fluent English Proficient	Number of students reclassified in 2023 was 32. 2024 only 19 students reclassified.	40 students will reclassify as English proficient in 2024 -2025 school year
ELA and Math scores from 2023 indicate 50% or more students are below standard. This remained the same in 2024.		

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Provide the materials and supplies necessary for every student to create and maintain an organization system and track assignments for every class daily.	All Students	6000 Title I (3070) 4000 - 4999 Books and Supplies School organization supplies for every student.
1.2	1.2 Recognize and celebrate students for various academic milestones.	All Students	3000 LCFF Supplemental 4000 - 4999 Books and Supplies

			awards, certificates and incentives for students including PBIS 983.26 Title I (3070) 4000 - 4999 Books and Supplies Awards and incentives
<b>1.3</b>	1.3 Develop an Instructional Leadership Team to focus on Literacy across contents and MTSS strategies	All Students	3000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Subs for the Instructional Leadership Team
<b>1.5</b>	1.4 Provide supplemental support for academic and social emotional development	All Students	25575 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures IXL for all Math (except Algebra) and English 66439 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Social Worker Specialist (.4) 1500 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Subs to support Activities including testing
<b>1.7</b>	1.7 Additional teacher to reduce the number of students in sections of key content areas	All Students	20000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional teacher in Math 50,014.68 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Math Teacher

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

While we did get supplies and students were taught the organization skills, follow through and fidelity to the purpose did not occur

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

We were unable to close the staffing gap resulting in 7 openings through out the year taught by long term or rotating substitutes.

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

7 staff members will attend the AVID Summer Conference summer of 2024. An instructional leadership team is being established and will receive professional development in the area of literacy and WICOR strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Staff Development

All teachers will use ELD strategies in daily instruction.

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

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

### Identified Need

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

Staff has expressed a desire to be better prepared in the area of English Language Development.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	30.3% of our student body was chronically absent in 2022-23 school year. With 31% chronically absent in the 23 - 24 school year.	Decrease chronic absenteeism rate to 25%
Social Emotional Learning District Wide Assessment	Social Emotional Learning District Wide Assessment (Fall 21) 80% of students self reporting high and middle levels of competency. These assessment were not completed in the 22 - 23, 23-24 school years.	85% of students will self report middle to high levels of competency in the area of self awareness and self management.
ELL Re-designation rates	33 students obtained the RFEP classification in 2022-23 school year and 19 for the 23-24 school year. 18 students are at risk for becoming LTEL this school year	100 students will obtain the RFEP classification with 18 of them being the students at risk for classifying as LTEL.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Provide professional development, coaching, and support to implement strategies and practices	English Learners	1000 LCFF Supplemental

	to support cultural responsiveness and effective ELD practices and strategies.		1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Subs for teachers to attend Constructing Meaning and other ELL Instructional training
2.2	2.2 Develop leadership capacity of all staff related to PBIS, MTSS and restorative justice	All Students	75000 CSI (3282) 5800 Professional/Consulting Services and Operating Expenditures ISC - Dr. Shelley Jones-Holt 1000 CSI (3282) 4000 - 4999 Books and Supplies Book study books for Teacher PLC
2.3	2.3 Purchase additional features of iReady to supplement the ELL curriculum	English Learners	8990 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) iReady Additional feature
2.4	New Teacher Coach	All Students	28947 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) New teacher coach .5 FTE
2.5	Instructional Assistant to support ELL students	English Learners	85692 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Instructional Assistant

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We did not meet this goal due to the need to narrow in on aspects of culture and systems this year.

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

We made adjustments to the plan midyear to account for the high number of subs we needed to utilize. Professional development stayed focused on culture and systems

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



We will broaden this goal to include direct support for new teachers and long term subs as we anticipate continued openings due to teacher shortages.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Goal 3

Increase the number of parent/guardians who engage with our school through positive, culturally responsive events, communications, and publications.

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

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

### Identified Need

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

Parent/guardian attendance has been minimal at most of our community events averaging about 10% of the targeted population.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night sign in sheets	Average number of families signed in -	Increase family participation to 15% of our overall population
Chronic Absenteeism	Overall 16.2% chronic absenteeism	Overall Decrease chronic absenteeism rate from 16.2% to 10%
Target Student Group Parent Events	ELAC - 23 people AAPAC - 3 parents CCSEIS family meetings (2023 - 24) - 32 Hispanic Heritage Celebration - 50 people (not including staff)	ELAC - 50 people and an ELAC council AAPAC - 40 parents Heritage celebrations - 100 people

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Strengthen the partnership between school, parents/guardians, and community groups	All Students	22000 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

			<p>Community School Coordinator 45266 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community School Coordinator 1500 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Overtime for additional parent engagement event hours 1500 Site Discretionary 4000 - 4999 Books and Supplies for community meeting and events 3047 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Handheld translating devices 7361 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage, print shop orders and office supplies</p>
<b>3.2</b>	3.2 Provide access to the volunteer process for parents and guardians	All Students Low Income families	<p>775 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fingerprinting and processing to support parents/guardians who wish to volunteer</p>
<b>3.3</b>	Monthly parent/guardian meetings to provide time for families to share their insights and needs for their children	Other Subgroups	<p>800 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Child Care, translation, coordinator</p>
<b>3.5</b>	Family Night Showcases	All Students	<p>10000 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) All aspects of these events</p>

			1000 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies for the event
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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This goal was not met at the anticipated level and will continue for next year. We did host two parent meetings and increased attendance at Open House by involving students. There is much work to do here.

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

Budgeting was not in the way. As a new administrative team we focused heavily on culture building, systems related to responding to student behavior and supporting new teachers and long term subs.

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

We will focus our Community School Coordinator on establishing family night showcase.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Focal Scholars

Decrease the chronic absenteeism of our focal scholar groups by 10% overall.

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

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

### Identified Need

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

Chronic absenteeism amongst these focal groups is highest compared to other groups.  
Student engagement in classes is inconsistent and often not rigorous.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Chronic absenteeism rate is 30.3 - 46.7% depending on the focal scholar group.	Absenteeism rate will decrease to 25% for all groups.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Peer Mentoring Program for incoming 6th grade class which utilizes 7th and 8th grade students to support students	All Students 6th grade	37300 CSI (3282) 5800 Professional/Consulting Services and Operating Expenditures Ignite Nation 2000 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Monthly Sub for Teacher Advisors

			1000 CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Sub for Classified Advisor 2750 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies for the Peer Mentor Program 259 Site Discretionary 4000 - 4999 Books and Supplies materials and supplies
4.2	Family Purpose	All Students	30000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Conflict Mediation and Redirection Supports
4.3	4.3 Host creative and engaging school assemblies and rallies to develop a strong school community and support the development of independent learners.	All Students	8000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Young Audiences Performance groups
4.4	Additional support and mentoring of our Focal Scholars	Other Subgroups Focal scholars	34000 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Delta Bay Impact 10000 CSI (3282) 5800 Professional/Consulting Services and Operating Expenditures Delta Bay Impact 16000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Delta Bay Impact

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This goal was partially met. As the new administration became more familiar with the needs of our students, we pivoted to focus on culture and systems

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

During the course of the year we adjusted this goal to best meet the needs of students.

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

We will continue the focus on our Focal Scholars

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Facilities

Improve facilities to strengthen the security and functionality of the campus.

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

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

### Identified Need

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

On going vandalism in the last 3 years has increased the urgency for a secure facility. Additionally, this facility is aging and needs to be improved to assure a safe and welcoming environment.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of vandalism reports to district and or sheriff	To date: average 4 - 5 reports for vandalism a week	1 report of vandalism a month

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	5.1 Work Collaboratively with MDUSD to establish and maintain a secure and welcoming facility that supports a safe, clean and productive environment.	All Students	15,715 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) additional hours for Campus Supervisor 152,944 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Administrator 26990 Site Discretionary



			1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional Administrator 8000 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Larger gate for evacuation to blacktop
5.2	5.2 Improve facilities to provide a world class education	All Students	2485.32 LCFF Supplemental 4000 - 4999 Books and Supplies For lunch activities and intramurals 10000 Site Discretionary 7000 - 7999 Other Outgo Flooring for the weight room
5.3	Facility improvements for VAPA programs	All Students	10000 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Improve Stage facility 5000 Site Discretionary 4000 - 4999 Books and Supplies Storage for instruments and sheet music

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We are still in process of getting the improvements done for these goals

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

The process of getting things to happen for facilities is much longer than a year

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

We are adding a sub goal focused on improvements for our performing arts programs

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$842,833.26
Total Federal Funds Provided to the School from the LEA for CSI	\$\$127,050.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
CSI (3282)	\$127,050.00
LCFF Supplemental	\$328,500.00
Site Discretionary	\$82,610.00
Title I (3070)	\$301,626.26
Title I Parent Engagement (3068)	\$3,047.00

Subtotal of state or local funds included for this school: \$842,833.26

Total of federal, state, and/or local funds for this school: \$842,833.26

# 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
Site Discretionary	82,610	0.00
LCFF Supplemental	328,500	0.00
Title I Parent Engagement (3068)	3047	0.00
Title I (3070)	301,626.26	0.00
Title I Carryover	0	0.00
CSI (3282)	\$127,050	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	127,050.00
LCFF Supplemental	328,500.00
Site Discretionary	82,610.00
Title I (3070)	301,626.26
Title I Parent Engagement (3068)	3,047.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	352,834.68
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	171,173.00
4000 - 4999 Books and Supplies	27,024.58
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	45,926.00
5800 Professional/Consulting Services and Operating Expenditures	235,875.00
7000 - 7999 Other Outgo	10,000.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	1,000.00
4000 - 4999 Books and Supplies	CSI (3282)	3,750.00
5800 Professional/Consulting Services and Operating Expenditures	CSI (3282)	122,300.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	205,458.68
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	60,981.00
4000 - 4999 Books and Supplies	LCFF Supplemental	6,485.32
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	1,575.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	54,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	28,990.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	1,500.00
4000 - 4999 Books and Supplies	Site Discretionary	6,759.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	35,361.00
7000 - 7999 Other Outgo	Site Discretionary	10,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	118,386.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	107,692.00
4000 - 4999 Books and Supplies	Title I (3070)	6,983.26
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	8,990.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	59,575.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	3,047.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	176,511.94
Goal 2	200,629.00
Goal 3	93,249.00
Goal 4	141,309.00
Goal 5	231,134.32

# School Site Council Membership

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

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

Name of Members	Role
Laurie Clark	Principal
Jennifer Smith	Classroom Teacher
Christopher Classen	Classroom Teacher
Marianne Barabak	Classroom Teacher
Robin Stoneking	Classroom Teacher
Raquel Calderon	Parent or Community Member
Maria Barajas	Parent or Community Member
Turquoise Figueroa	Parent or Community Member
Kathy Enemark	Other School Staff

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/24.

Attested:

	Principal, Laurie Clark on 5/28/24
	SSC Chairperson, Laurie Clark on 5/28/24

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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



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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023