

School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------------|-----------------------------------|----------------------------------------|---------------------------|
| Rafer Johnson Junior High School | 10-62240-6108328 | 11/18/2020 | July 12, 2021 |

Purpose and Description

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

Schoolwide Program

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

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

Table of Contents

| | |
|-----------------------------------------------------------|----|
| SPSA Title Page | 1 |
| Purpose and Description..... | 2 |
| Table of Contents..... | 3 |
| Comprehensive Needs Assessment Components | 5 |
| Data Analysis | 5 |
| Surveys | 5 |
| Classroom Observations..... | 5 |
| Analysis of Current Instructional Program..... | 5 |
| Stakeholder Involvement | 8 |
| Resource Inequities | 8 |
| School and Student Performance Data | 9 |
| Student Enrollment..... | 9 |
| CAASPP Results..... | 11 |
| ELPAC Results | 15 |
| Student Population..... | 18 |
| Overall Performance | 20 |
| Academic Performance..... | 21 |
| Academic Engagement..... | 32 |
| Conditions & Climate..... | 35 |
| Goals, Strategies, & Proposed Expenditures..... | 37 |
| Goal 1..... | 37 |
| Goal 2..... | 40 |
| Goal 3..... | 45 |
| Goal 4..... | 50 |
| Goal 5..... | 54 |
| Budget Summary | 58 |
| Budget Summary | 58 |
| Other Federal, State, and Local Funds | 58 |
| Budgeted Funds and Expenditures in this Plan..... | 59 |
| Funds Budgeted to the School by Funding Source..... | 59 |
| Expenditures by Funding Source | 59 |
| Expenditures by Budget Reference | 59 |
| Expenditures by Budget Reference and Funding Source | 59 |
| Expenditures by Goal..... | 60 |
| School Site Council Membership | 61 |
| Recommendations and Assurances | 62 |

Instructions.....63
 Instructions: Linked Table of Contents.....63
 Purpose and Description.....64
 Stakeholder Involvement.....64
 Resource Inequities64
Goals, Strategies, Expenditures, & Annual Review65
 Annual Review66
 Budget Summary67
 Appendix A: Plan Requirements69
 Appendix B:.....72
 Appendix C: Select State and Federal Programs74

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The students will participate in a survey in the spring to gather information on student life and school climate at RJJH. The staff will participate in a survey in the spring to determine administrative effectiveness and potential changes to programs. Parents are invited to participate in their own survey in the spring in order for the school to determine how we can better serve our families.

Classroom Observations

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

Classroom observations are conducted twice a week. All tenured teachers are formally observed every year. All non-tenured teachers are formally observed 3-4 times annually. All formal observations are concluded with evaluations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers will use data from state assessments, benchmarks, and common formative assessments to determine instructional needs for our students. Student information will be shared by PLC groups to better create lesson plans, curriculum maps, and to drive ongoing instruction. Data from the assessments will also be used in placement of students into courses and intervention programs and will be used as stop gap checkpoints to ensure students are progressing based on their placement in the intervention classes. Students again will be monitored with benchmarks to measure growth.

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

Teachers will use data from state assessments, benchmarks, and common formative assessments to determine instructional needs for our students. Teachers will meet at least 2 times a month in their PLC groups to discuss instructional practices and student needs. Students' needs based on academic placement can also be discussed and changed using data and teacher input to create a better support system for the student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All fully credential teachers are highly qualified. All teachers went through SIOP / EL instructional professional development by an outside vendor during the school year.

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

All teachers are provided opportunities to grow with professional development. The District Badge Project has afforded our staff with individualized learning. Our staff is SIOP trained. The focus for PD for the district this year is Math. A math coach from FCSS has scheduled multiple days with our math department. Since our school is departmentalized, we have also added PD for the ELA, History, and ELD teachers. The science department participates in county wide PLCs as their professional development. We have a district academic coach on site who supports all of our teachers.

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

Staff development revolves around instructional best practices and data assessment.

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

The district has leveraged the skills of our District Coaching team to provide professional development for staff members. All staff members have gone through the SIOP / EL instructional modeling workshops. Other instructional support practices include the walk throughs in which administrators will walk through with a form that highlights content objectives and skill objectives.

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

Teachers meet within departments and by PLC. In the areas of math and ELA, teachers will meet by grade level to develop common curriculum and common assessments. Grade levels also meet regularly to discuss needs of students they share across subjects.

Teaching and Learning

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

All departments use common curriculum for instruction. Local assessments are used to measure mastery of the standards.

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

This year, we moved to a 1-8 period schedule as opposed to the block schedule we have had in the past. On a regular day, students have 8 41 minute classes. Math and English continue to be double blocked, so students have those classes for a total of 82 minutes, every day. Several factors were considered in this change. During COVID school schedules, students went from online, to on-campus with 30 minute classes, and then to 60 minute classes for half a day. It was noted that in shorter classes, behavior incidents were minimized and students had better engagement. Additionally, science, PE, history, ELD, and Special Education now sees their students every day.

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

A pacing guide was created by all departments for each course taught. The pacing guide is reviewed and adjusted accordingly. Meetings are held with PLC groups to discuss student achievement and how to adjust the pacing guide accordingly. Benchmark assessments are given strategically to ensure student learning. After school intervention programs are available for students who meet intervention criteria.

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

All classes have standards based materials. All students have a text book checked out to them. All instructional materials are on the approved list from CDE.

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

All intervention materials are considered supplemental materials and do not supplant the core curriculum.

Opportunity and Equal Educational Access

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

All core curriculum used in classrooms contains support materials to enhance learning for students not meeting standards. In addition to materials, teachers have set time for students to gain additional instructional time within the school day. Students also can receive support in the library and in our after school homework help sections.

Evidence-based educational practices to raise student achievement

All instructional practices are researched based. Staff members received training on SIOP and will adhere to it's delivery system. All instructional observations (informal/formal) will be based off of SIOP instructional strategies.

Parental Engagement

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

The local community has several different resources to assist under-achieving students. KCAPS has been our partner in assisting our families with whatever needs they may need. KCAPS provides a variety of services including, but not limited to, food bank, counseling, tutoring, and housing assistance. Our District Home Liaisons also partner with the schools to build relationships with families to provide targeted support and connect students and their families to resources.

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

All parents and staff members are notified and encouraged to participate in the school site council. The site council reviews, comments and makes suggestions on the school site plans.

Funding

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

Paraprofessional support for academics and behavior is available for underperforming students and is paid for through our LCFF money.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through the use of the Annual Parent Survey, Student Survey, and Staff Surveys, information is gathered to provide us with the guide to develop and implement the School Plan for Student Achievement. Many opportunities are provided to our stakeholders throughout the school year to provide valuable input needed for completion and revision of our plans.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 0.21% | 0% | 0.2% | 1 | 0 | 1 |
| African American | % | 0% | 0.2% | | 0 | 1 |
| Asian | 2.7% | 2.84% | 2.0% | 13 | 13 | 9 |
| Filipino | 0.42% | 0.44% | 0.2% | 2 | 2 | 1 |
| Hispanic/Latino | 64.86% | 67.83% | 66.3% | 312 | 310 | 295 |
| Pacific Islander | % | 0% | % | | 0 | |
| White | 30.56% | 26.7% | 27.2% | 147 | 122 | 121 |
| Multiple/No Response | % | 0.22% | 3.6% | | 9 | 16 |
| Total Enrollment | | | | 481 | 457 | 445 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Grade 7 | 233 | 222 | 226 |
| Grade 8 | 248 | 235 | 219 |
| Total Enrollment | 481 | 457 | 445 |

Conclusions based on this data:

1. The Hispanic subgroup has increased in each of the last 3 school years and the white subgroup has decreased.
2. Enrollment has declined each year from the 17-18 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 37 | 39 | 36 | 7.7% | 8.5% | 8.1% |
| Fluent English Proficient (FEP) | 103 | 95 | 83 | 21.4% | 20.8% | 18.7% |
| Reclassified Fluent English Proficient | 8 | 4 | 2 | 27.6% | 10.8% | 5.1% |

Conclusions based on this data:

1. Our EL population has stayed relatively consistent over the years.
2. The rate of Reclassifications decreased for the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 241 | 234 | 232 | 241 | 231 | 230 | 241 | 231 | 229 | 100 | 98.7 | 99.1 |
| Grade 8 | 251 | 247 | 225 | 250 | 247 | 221 | 250 | 247 | 221 | 99.6 | 100 | 98.2 |
| All Grades | 492 | 481 | 457 | 491 | 478 | 451 | 491 | 478 | 450 | 99.8 | 99.4 | 98.7 |

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

2019-20 Data:

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 2561. | 2557. | 2545. | 15.35 | 17.75 | 14.41 | 41.49 | 37.66 | 36.24 | 27.80 | 25.54 | 27.07 | 15.35 | 19.05 | 22.27 |
| Grade 8 | 2558. | 2581. | 2552. | 10.80 | 14.57 | 14.93 | 36.80 | 42.51 | 26.70 | 32.80 | 31.58 | 33.03 | 19.60 | 11.34 | 25.34 |
| All Grades | N/A | N/A | N/A | 13.03 | 16.11 | 14.67 | 39.10 | 40.17 | 31.56 | 30.35 | 28.66 | 30.00 | 17.52 | 15.06 | 23.78 |

2019-20 Data:

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| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|----------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 25.31 | 24.24 | 18.78 | 50.21 | 47.62 | 62.45 | 24.48 | 28.14 | 18.78 |
| Grade 8 | 17.20 | 27.13 | 18.55 | 49.60 | 50.61 | 57.01 | 33.20 | 22.27 | 24.43 |
| All Grades | 21.18 | 25.73 | 18.67 | 49.90 | 49.16 | 59.78 | 28.92 | 25.10 | 21.56 |

2019-20 Data:

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| Writing Producing clear and purposeful writing | | | | | | | | | |
|---------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 23.24 | 24.24 | 21.93 | 59.34 | 57.58 | 57.46 | 17.43 | 18.18 | 20.61 |
| Grade 8 | 18.40 | 29.15 | 14.61 | 59.60 | 58.70 | 53.42 | 22.00 | 12.15 | 31.96 |
| All Grades | 20.77 | 26.78 | 18.34 | 59.47 | 58.16 | 55.48 | 19.76 | 15.06 | 26.17 |

2019-20 Data:

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| Listening Demonstrating effective communication skills | | | | | | | | | |
|-----------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 14.52 | 14.29 | 11.79 | 68.05 | 68.83 | 72.49 | 17.43 | 16.88 | 15.72 |
| Grade 8 | 14.00 | 14.17 | 9.05 | 68.00 | 72.47 | 76.47 | 18.00 | 13.36 | 14.48 |
| All Grades | 14.26 | 14.23 | 10.44 | 68.02 | 70.71 | 74.44 | 17.72 | 15.06 | 15.11 |

2019-20 Data:

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| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 35.68 | 28.57 | 17.47 | 52.70 | 58.01 | 68.12 | 11.62 | 13.42 | 14.41 |
| Grade 8 | 28.00 | 28.34 | 19.91 | 56.00 | 59.11 | 66.97 | 16.00 | 12.55 | 13.12 |
| All Grades | 31.77 | 28.45 | 18.67 | 54.38 | 58.58 | 67.56 | 13.85 | 12.97 | 13.78 |

2019-20 Data:

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Conclusions based on this data:

1. Our ELA mean scores have increased in Grade 8 from the previous year's assessments.
2. The percentage of students in the 'Below Standard' level has decreased in all areas over the last three years.
3. Work in our PLC's has been important in the conversations about student data and performance on standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|----------------------------------------|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 241 | 234 | 232 | 241 | 231 | 225 | 241 | 231 | 225 | 100 | 98.7 | 97.0 |
| Grade 8 | 251 | 246 | 225 | 250 | 246 | 223 | 250 | 246 | 223 | 99.6 | 100 | 99.1 |
| All Grades | 492 | 480 | 457 | 491 | 477 | 448 | 491 | 477 | 448 | 99.8 | 99.4 | 98.0 |

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

2019-20 Data:

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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 2546. | 2538. | 2509. | 19.09 | 18.18 | 8.44 | 21.99 | 21.65 | 19.11 | 36.51 | 32.03 | 32.89 | 22.41 | 28.14 | 39.56 |
| Grade 8 | 2537. | 2563. | 2542. | 17.60 | 18.70 | 19.28 | 17.60 | 25.20 | 15.70 | 26.80 | 28.86 | 26.01 | 38.00 | 27.24 | 39.01 |
| All Grades | N/A | N/A | N/A | 18.33 | 18.45 | 13.84 | 19.76 | 23.48 | 17.41 | 31.57 | 30.40 | 29.46 | 30.35 | 27.67 | 39.29 |

2019-20 Data:

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| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 29.46 | 25.97 | 10.67 | 35.68 | 32.90 | 55.11 | 34.85 | 41.13 | 34.22 |
| Grade 8 | 18.00 | 22.36 | 18.92 | 37.20 | 45.12 | 46.85 | 44.80 | 32.52 | 34.23 |
| All Grades | 23.63 | 24.11 | 14.77 | 36.46 | 39.20 | 51.01 | 39.92 | 36.69 | 34.23 |

2019-20 Data:

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| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---------------------------------------------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 19.92 | 18.18 | 9.78 | 53.11 | 50.65 | 59.56 | 26.97 | 31.17 | 30.67 |
| Grade 8 | 21.20 | 22.76 | 14.80 | 46.80 | 49.19 | 58.74 | 32.00 | 28.05 | 26.46 |
| All Grades | 20.57 | 20.55 | 12.28 | 49.90 | 49.90 | 59.15 | 29.53 | 29.56 | 28.57 |

2019-20 Data:

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

| Communicating Reasoning | | | | | | | | | |
|------------------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 7 | 19.09 | 16.88 | 7.56 | 60.58 | 62.34 | 71.11 | 20.33 | 20.78 | 21.33 |
| Grade 8 | 19.20 | 23.17 | 16.59 | 50.00 | 55.28 | 63.68 | 30.80 | 21.54 | 19.73 |
| All Grades | 19.14 | 20.13 | 12.05 | 55.19 | 58.70 | 67.41 | 25.66 | 21.17 | 20.54 |

2019-20 Data:

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

Conclusions based on this data:

1. Our overall 7th and 8th grade math scores are over 41% of students who have met or exceeded the standard. This is an increase from the previous year.
2. The focus of our math PD was in District coaching with Denise Dedini.
3. Work in PLCs with our academic coach has allowed for our grade levels and math department to have a stronger bond.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | 1525.1 | 1533.3 | 1507.1 | 1506.1 | 1527.5 | 1513.0 | 1543.3 | 1538.7 | 1500.7 | 13 | 23 | 18 |
| 8 | * | * | 1550.1 | * | * | 1564.8 | * | * | 1534.9 | * | 10 | 18 |
| All Grades | | | | | | | | | | 22 | 33 | 36 |

2019-20 Data:

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 0.00 | 16.67 | * | 69.57 | 0.00 | * | 13.04 | 55.56 | | 17.39 | 27.78 | 13 | 23 | 18 |
| 8 | * | * | 29.41 | * | * | 35.29 | * | * | 17.65 | * | * | 17.65 | * | * | 17 |
| All Grades | * | 0.00 | 22.86 | * | 69.70 | 17.14 | * | 12.12 | 37.14 | * | 18.18 | 22.86 | 22 | 33 | 35 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 39.13 | 16.67 | * | 34.78 | 44.44 | * | 17.39 | 22.22 | | 8.70 | 16.67 | 13 | 23 | 18 |
| 8 | * | * | 58.82 | * | * | 23.53 | * | * | 5.88 | | * | 11.76 | * | * | 17 |
| All Grades | * | 27.27 | 37.14 | * | 45.45 | 34.29 | * | 15.15 | 14.29 | | 12.12 | 14.29 | 22 | 33 | 35 |

2019-20 Data:

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 0.00 | 0.00 | * | 30.43 | 16.67 | * | 52.17 | 16.67 | * | 17.39 | 66.67 | 13 | 23 | 18 |
| 8 | * | * | 0.00 | | * | 35.29 | * | * | 35.29 | * | * | 29.41 | * | * | 17 |
| All Grades | * | 3.03 | 0.00 | * | 36.36 | 25.71 | * | 42.42 | 25.71 | * | 18.18 | 48.57 | 22 | 33 | 35 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 13.04 | 16.67 | * | 65.22 | 44.44 | * | 21.74 | 38.89 | 13 | 23 | 18 |
| 8 | * | * | 41.18 | * | * | 35.29 | * | * | 23.53 | * | * | 17 |
| All Grades | * | 9.09 | 28.57 | 59.09 | 69.70 | 40.00 | * | 21.21 | 31.43 | 22 | 33 | 35 |

2019-20 Data:

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 52.17 | 61.11 | * | 47.83 | 22.22 | | 0.00 | 16.67 | 13 | 23 | 18 |
| 8 | * | * | 70.59 | * | * | 23.53 | | * | 5.88 | * | * | 17 |
| All Grades | 59.09 | 45.45 | 65.71 | * | 51.52 | 22.86 | | 3.03 | 11.43 | 22 | 33 | 35 |

2019-20 Data:

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 0.00 | 5.56 | * | 69.57 | 22.22 | * | 30.43 | 72.22 | 13 | 23 | 18 |
| 8 | * | * | 11.76 | * | * | 41.18 | * | * | 47.06 | * | * | 17 |
| All Grades | * | 9.09 | 8.57 | * | 60.61 | 31.43 | 59.09 | 30.30 | 60.00 | 22 | 33 | 35 |

2019-20 Data:

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 7 | * | 13.04 | 0.00 | * | 82.61 | 72.22 | | 4.35 | 27.78 | 13 | 23 | 18 |
| 8 | * | * | 0.00 | * | * | 82.35 | | * | 17.65 | * | * | 17 |
| All Grades | * | 9.09 | 0.00 | 63.64 | 84.85 | 77.14 | | 6.06 | 22.86 | 22 | 33 | 35 |

2019-20 Data:

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

Conclusions based on this data:

1. Listening and Writing will continue to be a focus for us this year when developing the pacing and lessons.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 445 | 61.8 | 8.1 | 0.2 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 36 | 8.1 |
| Foster Youth | 1 | 0.2 |
| Homeless | 21 | 4.7 |
| Socioeconomically Disadvantaged | 275 | 61.8 |
| Students with Disabilities | 40 | 9.0 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2 |
| American Indian or Alaska Native | 1 | 0.2 |
| Asian | 9 | 2.0 |
| Filipino | 1 | 0.2 |
| Hispanic | 295 | 66.3 |
| Two or More Races | 16 | 3.6 |
| Native Hawaiian or Pacific Islander | | |
| White | 121 | 27.2 |

Conclusions based on this data:

1. There is a large percentage of students with disabilities.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="185 667 482 699">English Language Arts</p>  <p data-bbox="295 749 371 777">Green</p> | <p data-bbox="672 667 948 699">Chronic Absenteeism</p>  <p data-bbox="781 749 844 777">Blue</p> | <p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 749 1331 777">Green</p> |
| <p data-bbox="250 867 415 898">Mathematics</p>  <p data-bbox="295 949 371 976">Green</p> | | |

Conclusions based on this data:

1. We are utilizing the principles of PBIS and a targeted intervention program (Ripple Effects) to assist in the rehabilitation of our students to ensure fewer repeat offenders.
2. The availability of alternatives to suspension (Island Community Day School) that focus on Restorative Justice and similar principles are integral in our success with student behavior.

School and Student Performance Data

Academic Performance English Language Arts

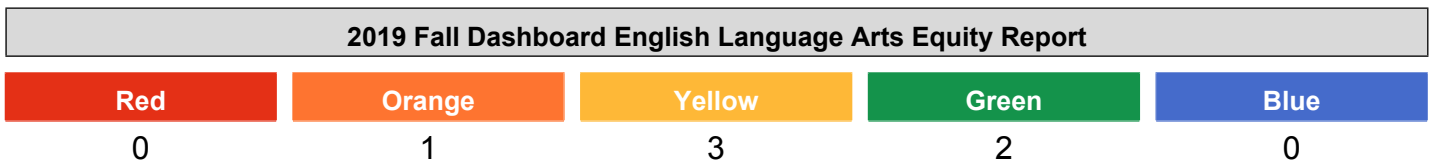
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> Green 12.1 points above standard Increased ++9.5 points 461 | <p>English Learners</p> Yellow 44.2 points below standard Increased ++10.3 points 92 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> Yellow 17.4 points below standard Increased ++4.1 points 37 | <p>Socioeconomically Disadvantaged</p> Yellow 7.7 points below standard Increased ++14.6 points 285 | <p>Students with Disabilities</p> Orange 106.9 points below standard Increased ++6.3 points 38 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 36.5 points above standard Declined Significantly -32 points 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 1.4 points below standard Increased ++14.1 points 301 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 0 Students |  Green 34.4 points above standard Increased ++4.1 points 139 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-----------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|
| 101.9 points below standard Increased Significantly ++20 points 32 | 13.4 points below standard Increased ++13.2 points 60 | 21.4 points above standard Increased ++12.5 points 325 |

Conclusions based on this data:

1. We had one significant subgroup that was in the Orange, our Students with Disabilities, however, the group did increase 6.3 points.
2. Our Hispanic subgroup increased 14.5 points, which was greater than the increase seen by our white subgroup.
3. Our EL and Reclassified EL students increased by 20 and 13.2 points, respectively.

School and Student Performance Data

Academic Performance Mathematics

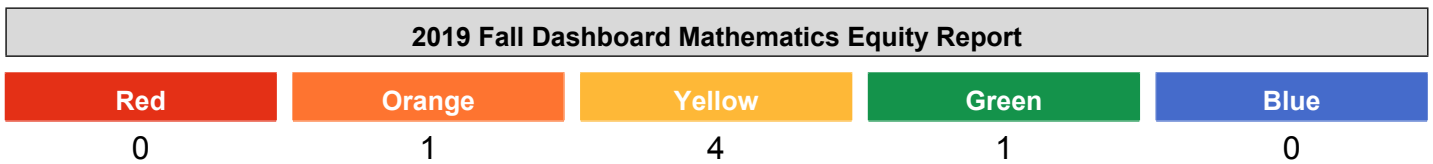
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> Green 23.9 points below standard Increased ++8.4 points 460 | <p>English Learners</p> Yellow 81.8 points below standard Increased Significantly ++22.4 points 92 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> Yellow 47.7 points below standard Increased ++10.8 points 37 | <p>Socioeconomically Disadvantaged</p> Yellow 46.7 points below standard Increased Significantly ++15.3 points 284 | <p>Students with Disabilities</p> Orange 168 points below standard Increased ++3.7 points 38 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 58.2 points above standard Declined -13.8 points 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 40.8 points below standard Increased ++12 points 300 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Pacific Islander |  Green 0.1 points above standard Increased ++3.4 points 139 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|
| 139 points below standard Increased Significantly ++41.6 points 32 | 51.3 points below standard Increased Significantly ++21.4 points 60 | 14.6 points below standard Increased ++8.5 points 324 |

Conclusions based on this data:

1. Our students are 23.9 points below the standard line. This is an improvement from the year before.
2. Our Hispanic subgroup increased by 12 points.
3. Our Current EL and Reclassified students increased by 41.6 and 21.4 points respectively.

School and Student Performance Data

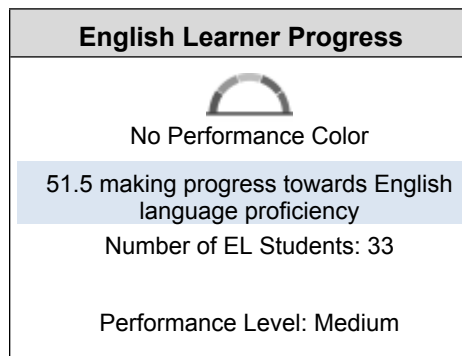
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 9.0 | 39.3 | | 51.5 |

Conclusions based on this data:

- 51.5% of our EL students progressed at least one level.
- Practice with the testing format is needed for improvement and will be implemented.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|----------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--------------------------------------------|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--------------------------------------------|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

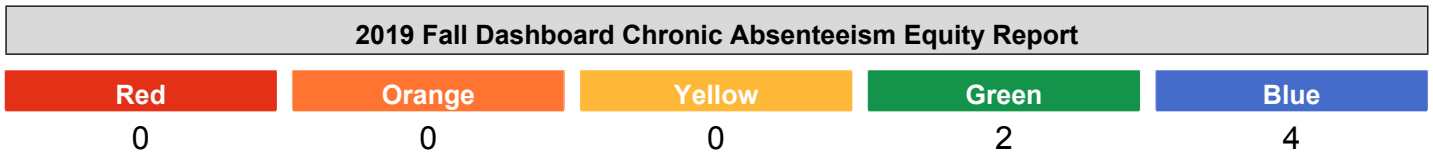
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> Blue 0.8 Maintained -0.4 499 | <p>English Learners</p> Green 2.6 Declined -3.5 39 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p> Blue 2.1 Declined -2.9 48 | <p>Socioeconomically Disadvantaged</p> Blue 1 Declined -0.9 314 | <p>Students with Disabilities</p> Blue 0 Declined -2.4 44 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Maintained 0 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 0.9 Declined -0.9 323 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Green 0.6 Increased +0.6 154 |

Conclusions based on this data:

1. Our EL population had a decline in chronic absenteeism at a rate of 3.5%.
2. Our White subgroup had the greatest increase, at a rate of 0.6%

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|-------------------------------------------|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

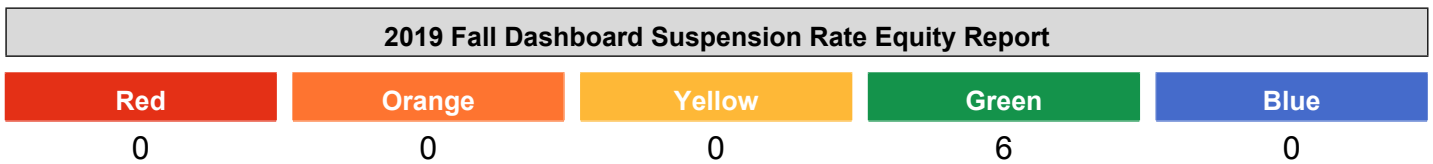
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>All Students</p> <p>Green</p> <p>3.8</p> <p>Declined Significantly -4</p> <p>501</p> | <p>English Learners</p> <p>Green</p> <p>2.5</p> <p>Declined -15.7</p> <p>40</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>3</p> |
| <p>Homeless</p> <p>Green</p> <p>4.2</p> <p>Declined -8</p> <p>48</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.8</p> <p>Declined Significantly -6</p> <p>315</p> | <p>Students with Disabilities</p> <p>Green</p> <p>6.8</p> <p>Declined -2.7</p> <p>44</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 0 Maintained 0 13 |  No Performance Color Less than 11 Students - Data 2 |  Green 4.6 Declined Significantly -5.2 324 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data 7 |  Green 2.6 Declined -2.3 154 | | |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 7.8 | 3.8 |

Conclusions based on this data:

1. Our overall suspension percentage declined significantly from the 17-18 school year.
2. The number of suspensions for our EL students declined significantly by 15.7%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development (ELD)

LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

Over the course of one academic year Seventh and Eighth grade EL students at RJJH will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and grades. Our EL students will demonstrate growth on the CAASPP by increasing their overall score in ELA by 25 scaled score points.

Identified Need

56.8% of our English Learner students are making progress towards English Proficiency as evidenced by a growth of 5 or more points on CAASPP. The average growth for students who made growth was 69 points.

Only 24.3% of EL students grew a level on the ELPAC this school year. This should be viewed with caution, as the most recent assessments were given following the COVID-19 school closures and modified schedules.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| ELPAC | Only 51.5% of our English Learner students are making progress towards English Proficiency on the ELPAC. | Increase to 53% or higher growing a level on ELPAC |
| CAASPP | Previous year CAASPP scores | Increase overall score by 25 points. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Learning Directors/EL Coordinator will continue to monitor our EL students and their progress

- meet with students
- monitor ELD instruction
- monitor EL student progress in PLCs
- Reclassification of students

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------------------------------------------|
| 89118 | LCFF 1000-1999: Certificated Personnel Salaries |
| 32387 | LCFF 3000-3999: Employee Benefits |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Provide release time for ELD teachers to receive training from FCSS in writing ELD units.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------------------------------------------------|
| 1500 | Lottery: Instructional Materials 0000: Unrestricted |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Purchase Ellevation for EL support for EL students in both designated and integrated ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While our EL students made growth on the CAASPP, we did not have many students who were reclassified. The ELD teachers will receive continued training with FCSS on writing units, and will be trained in using the supplemental online lessons in Ellevation.

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

All the expenditures occurred for this goal.

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 to work with FCSS in developing units and will add the supplemental online Ellevation platform.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts (ELA)

LEA/LCAP Goal

Goal 1 - Provide basic services to all schools and students, including core instruction, and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation/.

Goal 2

Over the course of one academic year Seventh and Eighth students here at RJJH will increase by 5 points overall as shown on the California Dashboard from the previous year. Each of our significant subgroups (White, Hispanic, EL, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged) will increase by at least 3 points.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--------------------------------|----------------------------------------|
| CAASPP | Last year's data on the CAASPP | Overall increase of at least 10 points |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Using Data analysis to gauge progress and growth

- Teachers will be given time to plan and look at benchmark data
- Teachers will be able to identify standards and sub-skills that need to be reviewed and/or re-taught.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1025

Source(s)

Lottery: Instructional Materials
1000-1999: Certificated Personnel Salaries
PLC meetings and release time with substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase Newsela subscription to provide online access to relevant non-fiction texts for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8250

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Learning Directors to assist students with a variety of needs

- Meet with students to determine best course of action
- Examine students' grades to determine where they are struggling and/or succeeding
- Hold parent/student at-risk meetings
- Check in daily with struggling students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

93614

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

32387

District Funded

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Purchase Edpuzzle to provide teachers with a platform to present information across multiple disciplines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

ALL

Strategy/Activity

Purchase online computer program (WeVideo) to provide students another option to demonstrate their understanding and mastery of the concepts for 3 years (2nd year payment 23000).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2230

Source(s)

Other
5800: Professional/Consulting Services And
Operating Expenditures
WeVideo**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Purchase PearDeck to provide teachers with a platform to present information and interact with students virtually across multiple disciplines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1900

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
PearDeck

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase Gizmos to provide teachers with a platform to present science simulations and interact with students virtually.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1965

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Gizmos

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All strategies/activities were implemented during the 21-22 school year. Students enjoyed WeVideo in their 8th grade classes and continue to utilize the platform on multiple occasions throughout the school year. Students worked with the Learning Directors to assist with

organization and overall mental health throughout the year as well. Students used Newsela and PearDeck across subjects as well. Students enhanced their science experience with Gizmos.

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

All resources were implemented and were important in the success of distance learning. Students at Rafer scored higher than the state average in ELA and Math on the shortened CAASPP assessment.

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.

PearDeck and EdPuzzle will be continued to support online learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 1:

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation

Goal 3

Over the course of one academic year Seventh and Eighth students here at RJJH will increase by 10 points as shown on the California Dashboard from the previous year on the CAASPP. The Significant Subgroups (White, EL, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities) will increase by at least 3 points on the CAASPP.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|----------------------------------------|
| CAASPP | Last year's CAASPP data | Overall increase of at least 10 points |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Using Data analysis to gauge progress and growth

- Teachers will be given time to plan and look at benchmark data
- Teachers will be able to identify standards and sub-skills that need to be reviewed and/or re-taught.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1025

Source(s)

Lottery: Instructional Materials
1000-1999: Certificated Personnel Salaries
PLC time and release time with substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase Edpuzzle to provide teachers with a platform to present information across multiple disciplines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See goal #2 for expenditure

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Learning Directors to assist students with a variety of needs

- Meet with students to determine best course of action
- Examine students' grades to determine where they are struggling and/or succeeding
- Hold parent/student at-risk meetings

Check in daily with struggling students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See goal #2 for expenditure

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Select Classrooms

Strategy/Activity

Provide instructional aide for extra classroom assistance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6650

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

1547

LCFF - Supplemental
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide teachers with professional development opportunities to enhance their teaching effectiveness in the classroom

- CPM national conference

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3250

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Conference registration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Renew subscription online financial program (Dave Ramsey) to assist students with calculating finances and to provide students with opportunities to be fiscally responsible

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

899.75

Source(s)

LCFF
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase online Math IXL to assist with sub skill deficits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the strategies/activities were implemented during the 20-21 school year. Students worked well with the Learning Directors to assist with their organization and overall mental health.

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

Due to COVID, no teachers or coaches were able to attend the CPM conference last year. This year, the conference is in person again.

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.

All math teachers have been offered the CPM Conference this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal 4 - Provide a positive, safe, and welcoming school and district climate.

Goal 4

Parent and Community Involvement will increase according to the parent survey.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------|-------------------------------|-------------------------------------------------------------------------------|
| School Climate Survey | Data from last year's survey. | Parent score of Excellent or Above Average at 80% or higher on each question. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintenance of public Virtual Hallway to provide easy access to school and teacher information.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|----------------------------------|
| 0 | None Specified None Specified |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Back to school night attendance as measured by sign in sheets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Olympian Parent Club opportunities

- Provide meetings for parents to assist our school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent/Teacher conference attendance as measured by attendance sign in sheet.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Regular communication via monthly newsletters and call-outs for updates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

SSC and ELAC membership as determined by sign in sheets for our meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Portfolio Day attendance as measured by sign in sheet and volunteer information

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Parents were involved in the end of the year activities as allowed by COVID protocols.

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

There was no budgetary expenditures assigned to this goal.

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.

All social gatherings are subject to COVID-19 protocols. Events will be held to the greatest extent possible.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal 4 - Provide a positive, safe, and welcoming school and district climate.

Goal 5

Maintain Gold Level PBIS status

- Tier 1 School wide Goal:

Behavioral Goal- Suspensions will continue to decrease (from last years decrease) by another 10%.

Academic Goal- RJJH will decrease Tardiness before school and in between classes by 10%

- Tier 2 Small-group intervention Goal:

Behavioral Goal- targeted students will complete 80% of assigned intervention lessons.

Academic Goal- targeted students will increase assignment completion by 10%.

- CICO

Behavior Goal- students enrolled in CICO will meet daily goals 80% of the time.

Academic Goal- students enrolled in CICO will decrease out of classroom office referrals by 15%.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|-------------------------------------------------------------|-----------------------|
| Aeries Discipline Dashboard Data | Last year's data of 1317 RC's during the 19-20 school year. | Decrease RC's by 10%. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide shirts with the Rafer logo to promote unity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2988.40

Source(s)

LCFF
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

HERO classroom curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide elective courses for students to participate in to improve the climate:

- Music
- woodshop
- art
- MESA
- AVID
- Broadcasting
- Leadership

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

11,817.95

Source(s)

Other
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ripple Effects Curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

32880

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
CARES act

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Bully Prevention Curriculum: Stop, Walk, and Talk

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year, due to COVID, we did not have RC. The 2019-2020 school year there were 1317 RCs issued. This is significantly fewer than 18-19, however, school closed 3 months earlier. The monthly average remained consistent and did not decrease.

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

The Ripple Effects curriculum will allow us to developed targeted groups and interventions.

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.

Ripple Effects curriculum was purchased by the Student Services department as a school-wide and targeted intervention for maintaining and improving student behavior.

Budget Summary

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

Budget Summary

| Description | Amount |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$3125 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$331,634.10 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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 (\$) |
|----------------------------------|-----------------|
| | \$0.00 |
| District Funded | \$161,981.00 |
| LCFF | \$135,608.15 |
| LCFF - Supplemental | \$16,447.00 |
| Lottery: Instructional Materials | \$3,550.00 |
| None Specified | \$0.00 |
| Other | \$14,047.95 |

Subtotal of state or local funds included for this school: \$331,634.10

Total of federal, state, and/or local funds for this school: \$331,634.10

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

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| | 0.00 |
| District Funded | 161,981.00 |
| LCFF | 135,608.15 |
| LCFF - Supplemental | 16,447.00 |
| Lottery: Instructional Materials | 3,550.00 |
| None Specified | 0.00 |
| Other | 14,047.95 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|-------------------------------------------------------------------|------------|
| | 0.00 |
| 0000: Unrestricted | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | 184,782.00 |
| 2000-2999: Classified Personnel Salaries | 6,650.00 |
| 3000-3999: Employee Benefits | 66,321.00 |
| 4000-4999: Books And Supplies | 15,706.10 |
| 5000-5999: Services And Other Operating Expenditures | 3,250.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 53,425.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|-------------------------------------------------------------------|----------------------------------|-----------|
| | | 0.00 |
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 93,614.00 |
| 3000-3999: Employee Benefits | District Funded | 32,387.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 35,980.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 89,118.00 |
| 3000-3999: Employee Benefits | LCFF | 32,387.00 |
| 4000-4999: Books And Supplies | LCFF | 3,888.15 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 10,215.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 6,650.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 1,547.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 3,250.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 5,000.00 |
| 0000: Unrestricted | Lottery: Instructional Materials | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | Lottery: Instructional Materials | 2,050.00 |
| None Specified | None Specified | 0.00 |
| 4000-4999: Books And Supplies | Other | 11,817.95 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 2,230.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 123,005.00 |
| Goal 2 | 142,571.00 |
| Goal 3 | 18,371.75 |
| Goal 4 | 0.00 |
| Goal 5 | 47,686.35 |

School Site Council Membership

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

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

| Name of Members | Role |
|----------------------|--------------------------------------------------|
| Erin Pasillas | Principal |
| Linda Simmons | Other School Staff Parent or Community Member |
| Emily Benedetta | Classroom Teacher |
| Chad Bennett | Classroom Teacher Parent or Community Member |
| | Classroom Teacher |
| Stephanie Verners | Parent or Community Member |
| Trisha Hirschhorn | Parent or Community Member |
| | Parent or Community Member |
| Shawna Gutierrez | Parent or Community Member |
| Tiffany Dix | Parent or Community Member |
| Stephanie McLaughlin | Parent or Community Member |
| | Secondary Student |
| Saul Gutierrez | Secondary Student |
| | Secondary Student |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2020.

Attested:

Principal, Melody Lee on 11/18/2020

SSC Chairperson, Trisha Hirschhorn on 11/18/2020

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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