

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rolling Hills Middle School	09618386112361	October 10, 2023	January 17, 2024

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

This plan addresses how we plan to meet our schoolwide goals for all learners.

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to

the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and Local Education Agencies (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.

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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).

A three question survey was sent to all 7th grade students in our district. The results are included below:

96% of students report feeling safe on campus (was 89%)

98% of students report that they enjoy coming to school to see friends (was 93%)

92% of students report that they have positive relationship with teachers/adults on campus (was 92%)

A sampling of questions from our annual parent and student surveys results are included below:

94% of parents report that they feel safe at school (was 94%)

91% of parents report feeling socially connected at school (was 90%)

86% of parents report feeling the school is free of racial, cultural, or religious bias (was 79%)

95% of parents feel the school is an inviting and welcoming place.

Though the results are mostly moving in the right direction, our school will continue to focus on students feeling safe on campus and having a campus that is free from racial, cultural, or religious bias. We are also focusing on being an upstander, and not just allowing behaviors we all know are not okay. We have speakers and counselor talks focused on that topic, which we hope will help with all of the above categories. In addition, we have a school connections committee who is working to find more creative ways to bring parents onto our middle school campus.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle, as outlined in the Buckeye Union School District's teacher contract. The findings from all observations help to determine next steps for professional development, and to create a snapshot of how teaching and learning is occurring throughout the school.

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)

RHMS administered CAASP in spring 2023. A summary of those results is included below.

Our site has continued to allow teachers the option of remaining with the traditional AR system, or of instituting a system without points/goals. Many teachers have adopted the less rigid system and are seeing in their students more willingness to read and more joy in the reading itself. Sixth grade teachers are still using the traditional AR point system, as it provides effective results with these younger students.

CAASP Summary of students who met achievement standard:

ELA 77%

Math 65%

Science 56%

At-risk group data (groups over 10 students) for ELA (percentage who met achievement standard):

SWD results: 25%

SED: 60%

At-risk group data (groups over 10 students) for Math (percentage who met achievement standard):

SWD results: 19%

SED: 47%

At-risk group data (groups over 10 students) for Science (percentage who met achievement standard):

SWD results: 16%

SED: 48%

There is much work to be done with our subgroups in particular. We have implemented a variety of intervention options this school year and are hopeful our efforts will be seen in their scores in the spring of 2024.

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

In conjunction with the Buckeye School District, each of our math and language arts classes administer an Illuminate assessment. This assessment provides data that measures student growth, projects student proficiency on high stake tests, and informs teachers about how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given twice more at the trimesters.

Teachers in all subject areas also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end-of-unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials.

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

Teachers continue to receive professional development for new adoptions as they occur.

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

The District continues to staff a Director of Curriculum and Instruction.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades 6-8 receive 50 minutes daily in reading/language arts and mathematics.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students who are struggling to meet the educational standards are offered a variety of Tier 1 supports based on individual need. Teachers work with students after school and during lunch to provide additional support. They also use the Focus period to work with students who are underperforming. A variety of accommodations are tried to assess the supports that students might need. These accommodations range from extra time on assessments, alternate assessments, reduced homework, to sentence starters, to name a few. Any student struggling with reading was also recommended for placement in a Tier 2 reading class. There is a reading support class for general education students as well as one specific to special education students. Some students are also recommended for intervention in math and executive functioning.

Students with social and emotional needs are afforded the opportunity to meet with our full-time school counselor either one-on-one or in group sessions as a Tier 1 and Tier 2 support. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for Tier 3 educationally related mental health services.

Rolling Hills provides Tier 3 supports via special education classes to support our special education students. In the sixth through eighth grades, we offer a variety of classes in language arts and math using a standards-based, differentiated curriculum appropriate to their needs. Class sizes are capped in order to provide for more individual support. A curriculum support class is also offered to provide assistance in executive functioning skills as well as re-teaching and pre-teaching skills and working on individual IEP goals. Teachers are available after and before school to work with students who need additional help.

EL students receive tiered supports as needed through the general education adoption, Read 180

program, and through an additional English Learner class.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest educational practices to include in their classroom teaching. Examples of training include the following: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts and PE, lesson design in math, MTSS and UDL training, and literacy across the disciplines.

Parental Engagement

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

Rolling Hills Middle School is fortunate to have a very supportive parent and community group. Our Friends of Rolling Hills and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- Parent Club/Friends of Rolling Hills
- School Site Council
- Representation on district committees (LCAP, Budget, Wellness, Buckeye Education Foundation)

Student Support Activities:

- Intel PC Pals
- Field trip chaperones
- Student activity days
- 8th grade promotion activities
- Classroom support
- Unified Sports/Special Olympics
- Awards Assemblies

Fund Raising Activities:

- Annual sale
- Various dine out activities
- PE Sweats

Other Fun Activities:

- Bengal Day
- Back to School Night
- Open House
- Clubs
- Dances

- Merit Rewards

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)

ROLLING HILLS MIDDLE SCHOOL PARENTAL INVOLVEMENT POLICY

Parents/guardians are their children's first and most influential teachers. Continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

We believe that when families, students, and the school staff work in partnership to help each student reach his/her potential, children are inclined to succeed not just in school, but throughout life.

To ensure effective involvement of parents, and to support a partnership between the school and parents, Rolling Hills School shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
 - a. Gather input from meetings and surveys (California Healthy Kids Survey, district parent survey, school survey, School Climate Survey etc.)
 - b. Meet throughout the year to discuss and build consensus (School Site Council and Friends of Rolling Hills)
 - c. Post the final draft on the school website
 - d. Assess and share data from various surveys and assessments
 - e. Set goals based on data
2. Take the following actions to involve parents in the process of school review and improvement:
 - a. Analyze our school academic performance data with School Site Council
 - b. Conduct parent conferences once a year to inform parents of student progress
3. Provide parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet:
 - a. At Back to School Night parents will be given access to websites of standards along with explanations of the assessments used
 - b. A link to the California Department of Education website may be accessed through our school's website in addition to eSchool Plus, our on-line grade reporting program
 - c. At parent conferences parents will have the opportunity to review and discuss their student work with the teachers and to hear about progress towards standards.
 - d. Parents will receive progress reports as needed, and report cards three times a year
4. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy:
 - a. The annual parent survey will continue to be administered
 - b. Results from the survey will be shared with School Site Council, staff, and parents.
5. Involve the parent community to improve student academic achievement through the following activities:
 - a. All 8th grade parents will receive a letter mailed to their home informing them of their child's assessment results on the annual state achievement tests in science

- b. Parents will receive their child’s assessment results and be invited to speak with school personnel regarding the state results.
- c. Results of assessments will be shared with the School Site Council and Friends of Rolling Hills.
- 6. Provide materials and training to help parents work with their children to improve their children’s academic achievement to foster parent involvement by offering:
 - a. Parent education training regarding how to support key grade level standards at home
 - b. Information about how to help students at home with homework and other curriculum-related activities will be shared at Back to School Night and in the school newsletter, as well as in parent-teacher conferences
 - c. School expectations and course content will be provided to parents at annual Back to School Night
- 7. Educate its teachers and staff in effective means of communication through in-services on the following topics:
 - a. Training on the effective use of eSchool Plus, our on-line grade reporting system
 - b. Updating our website
 - c. Effective use of email
 - d. Including information in parent and student bulletins, and posting those bulletins on our school website
 - e. Parent bulletins are emailed home to allow communication to be more timely

Funding

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

Rolling Hills does not receive Title I funding.

Fiscal support (EPC)

Rolling Hills does receive LCFF Supplemental Grant funding is used to support a .8 reading teacher, a 1.0 intervention teacher for math, .8 counselor and a .2 ELD teacher. District funding is provided for our ELA, math, and special education professional development days.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school reviews information from student, parent, and staff surveys to develop the plan for the SPSA/Annual Review. Once a rough draft is developed, it is reviewed with the staff at a staff meeting and then with Site Council as well. Once approved by Site Council, it is taken to the Buckeye Board of Directors for final approval.

Resource Inequities

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

No inequities are identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.48%	0.61%	1	4	5
African American	1.0%	0.95%	1.1%	8	8	9
Asian	12.6%	14.63%	16.4%	97	123	134
Filipino	2.3%	2.14%	2.57%	18	18	21
Hispanic/Latino	14.0%	12.49%	14.81%	108	105	121
Pacific Islander	0.3%	0.12%	0.12%	2	1	1
White	61.1%	60.05%	56.92%	472	505	465
Multiple/No Response	8.7%	9.16%	7.47%	67	77	61
Total Enrollment				773	841	817

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	205	306	281
Grade 7	273	230	302
Grade 8	295	305	234
Total Enrollment	773	841	817

Conclusions based on this data:

1. Our subgroups increase as our overall enrollment decreases.
2. Our Asian subgroup continues to increase.
3. Our Hispanic subgroup also continues to increase in numbers.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	12	10	14	1.6%	1.2%	1.7
Fluent English Proficient (FEP)	82	105	94	10.6%	12.5%	11.5
Reclassified Fluent English Proficient (RFEP)	5	63	57	41.7%	7.5%	7.0

Conclusions based on this data:

1. We continue to work hard to reclassify our EL students when they're ready.
2. EL students remain a small percentage of students at Rolling Hills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	205	291	282	0	288	279	0	288	279	0.0	99.0	98.9
Grade 7	275	230	296	0	216	294	0	216	294	0.0	93.9	99.3
Grade 8	293	305	234	0	300	230	0	300	230	0.0	98.4	98.3
All Grades	773	826	812	0	804	803	0	804	803	0.0	97.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2591.	2586.		40.28	36.92		37.50	38.71		16.67	17.20		5.56	7.17
Grade 7		2614.	2623.		41.67	39.46		33.80	44.22		13.43	10.88		11.11	5.44
Grade 8		2637.	2609.		36.33	30.00		45.67	41.30		13.67	15.22		4.33	13.48
All Grades	N/A	N/A	N/A		39.18	35.87		39.55	41.47		14.68	14.32		6.59	8.34

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		34.38	31.54		55.56	60.22		10.07	8.24			
Grade 7		34.72	31.97		51.85	63.95		13.43	4.08			
Grade 8		33.00	27.39		57.00	57.83		10.00	14.78			
All Grades		33.96	30.51		55.10	60.90		10.95	8.59			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		38.54	35.13		56.94	56.63		4.51	8.24
Grade 7		52.78	55.78		40.28	40.14		6.94	4.08
Grade 8		45.67	36.52		51.33	49.57		3.00	13.91
All Grades		45.02	43.09		50.37	48.57		4.60	8.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.69	20.79		69.79	75.27		4.51	3.94
Grade 7		25.00	21.09		66.67	72.45		8.33	6.46
Grade 8		30.33	25.22		64.33	67.83		5.33	6.96
All Grades		27.24	22.17		66.92	72.10		5.85	5.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		37.50	32.26		57.64	63.80		4.86	3.94
Grade 7		41.67	33.67		48.61	60.20		9.72	6.12
Grade 8		38.00	36.52		58.67	56.52		3.33	6.96
All Grades		38.81	34.00		55.60	60.40		5.60	5.60

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.
2. We did experience significant drops, though, in reading, writing, and research/inquiry.
3. Listening skills dropped, but not significantly.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	205	291	282	0	288	280	0	288	280	0.0	99.0	99.3
Grade 7	275	230	296	0	215	294	0	215	294	0.0	93.5	99.3
Grade 8	293	305	234	0	300	230	0	300	230	0.0	98.4	98.3
All Grades	773	826	812	0	803	804	0	803	804	0.0	97.2	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2595.	2582.		44.10	36.43		26.74	28.57		22.57	25.71		6.60	9.29
Grade 7		2597.	2616.		36.74	44.90		27.44	26.87		22.79	19.05		13.02	9.18
Grade 8		2619.	2605.		35.00	36.52		29.00	18.70		25.67	28.70		10.33	16.09
All Grades	N/A	N/A	N/A		38.73	39.55		27.77	25.12		23.79	24.13		9.71	11.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		43.75	34.29		47.92	53.21		8.33	12.50
Grade 7		42.33	50.34		46.05	39.46		11.63	10.20
Grade 8		38.00	32.17		51.67	49.13		10.33	18.70
All Grades		41.22	39.55		48.82	47.01		9.96	13.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		32.99	28.21		57.29	61.79		9.72	10.00
Grade 7		32.56	38.78		51.63	47.28		15.81	13.95
Grade 8		30.67	30.00		56.67	55.65		12.67	14.35
All Grades		32.00	32.59		55.54	54.73		12.45	12.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		36.81	34.29		56.25	58.21		6.94	7.50
Grade 7		30.70	38.78		57.21	56.80		12.09	4.42
Grade 8		30.00	29.13		64.00	60.87		6.00	10.00
All Grades		32.63	34.45		59.40	58.46		7.97	7.09

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.
2. Our math adoption had an impact on our test scores, though with it being the first year of an adoption, the results weren't as positive as we'd like them to be.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	*	*	*	*	*	*	*	*	*	*	*	8	
7	*	*	*	*	*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*	*	*	*	*	*	5	
All Grades											7	5	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	37.50	*	*	43.75	*	*	12.50	*	*	6.25	*	*	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	75.00	*	*	12.50	*	*	6.25	*	*	6.25	*	*	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	12.50	*	*	50.00	*	*	18.75	*	*	18.75	*	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	25.00	*	*	68.75	*	*	6.25	*	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	81.25	*	*	12.50	*	*	6.25	*	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	31.25	*	*	43.75	*	*	25.00	*	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	37.50	*	*	56.25	*	*	6.25	*	*	16

Conclusions based on this data:

1. No data.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
817	10.6	1.7	0.2
Total Number of Students enrolled in Rolling Hills Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	1.7
Foster Youth	2	0.2
Homeless	2	0.2
Socioeconomically Disadvantaged	87	10.6
Students with Disabilities	92	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1
American Indian	5	0.6
Asian	134	16.4
Filipino	21	2.6
Hispanic	121	14.8
Two or More Races	61	7.5
Pacific Islander	1	0.1
White	465	56.9

Conclusions based on this data:

1. Significant subgroups (30+ students) are: those with two or more races, Asian, Hispanic, SED, and SWD.

-
2. We must continue to focus on the achievement gap for our SWD and SED subgroups.

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.

School and Student Performance Data

Academic Performance English Language Arts

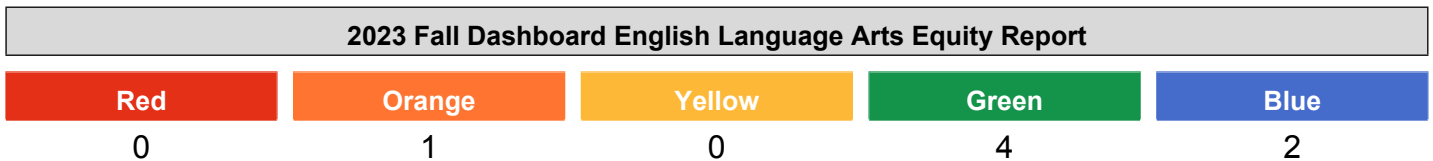
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 58.4 points above standard Decreased -6.8 points 799 Students	English Learners Green 22.1 points above standard Decreased -13.8 points 34 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Green 20.5 points above standard Decreased -13.8 points 95 Students	Students with Disabilities Orange 34 points below standard Maintained -2.1 points 102 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 5 Students	 Blue 92.9 points above standard Maintained -2.8 points 131 Students	77.6 points above standard Increased +12.5 points 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.4 points above standard Decreased Significantly - 23.4 points 117 Students	 Green 46.5 points above standard Decreased Significantly - 23.6 points 59 Students	Less than 11 Students 1 Student	 Blue 59.1 points above standard Maintained -2.5 points 456 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	41.8 points above standard Maintained +1.8 points 24 Students	55.4 points above standard Decreased -5.6 points 694 Students

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.

School and Student Performance Data

Academic Performance Mathematics

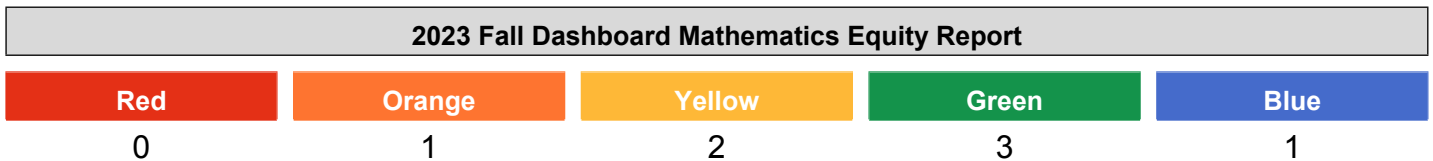
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 34.8 points above standard Maintained -2.9 points 800 Students	English Learners Yellow 2.2 points below standard Maintained -0.8 points 35 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Green 1.8 points above standard Increased +3.8 points 95 Students	Students with Disabilities Orange 62.8 points below standard Maintained -1 points 102 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 5 Students	 Blue 100.7 points above standard Increased +14.3 points 131 Students	60.4 points above standard Increased Significantly +31.2 points 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 points below standard Decreased Significantly - 17.6 points 117 Students	 Green 20.9 points above standard Decreased -11.8 points 60 Students	Less than 11 Students 1 Student	 Green 29 points above standard Decreased -5.2 points 456 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.2 points below standard 13 Students	15 points above standard Increased +8.4 points 24 Students	28.3 points above standard Decreased -3.6 points 695 Students

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 9 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 9 Students	Performance Level: No Performance Level
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students: 9 Students				
Performance Level: No Performance Level				

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

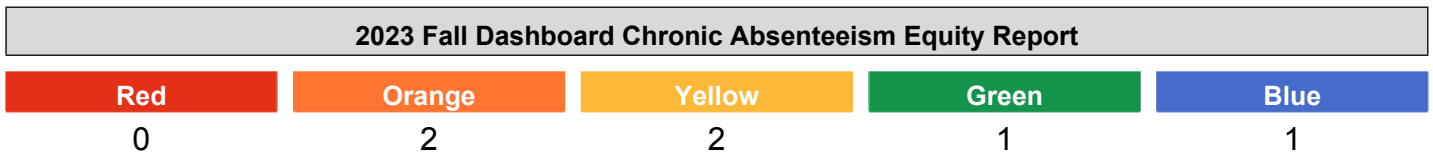
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>9.5% Chronically Absent</p> <p>Declined Significantly -7.5</p> <p>831 Students</p>	<p>English Learners</p> <p>20% Chronically Absent</p> <p>Increased 10.9</p> <p>20 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>27.6% Chronically Absent</p> <p>Declined -0.8</p> <p>105 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>22.2% Chronically Absent</p> <p>Declined -5.3</p> <p>108 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">2.2% Chronically Absent</p> <p align="center">Declined -5</p> <p align="center">136 Students</p>	<p align="center">0% Chronically Absent</p> <p align="center">Declined -10.5</p> <p align="center">21 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">16.7% Chronically Absent</p> <p align="center">Declined -6.1</p> <p align="center">126 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">11.3% Chronically Absent</p> <p align="center">Declined -4.3</p> <p align="center">62 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"></p> <p align="center">Green</p> <p align="center">9.3% Chronically Absent</p> <p align="center">Declined Significantly -8.8</p> <p align="center">471 Students</p>

Conclusions based on this data:

1. This year's data will re-establish a baseline for us.
2. Obviously it'll be an improvement since the year before was Covid procedures.

School and Student Performance Data

Conditions & Climate Suspension Rate

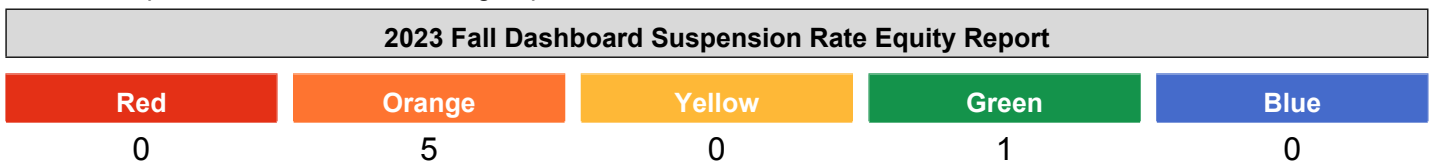
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 2.3% suspended at least one day Increased 1.1 833 Students	English Learners 5% suspended at least one day Declined -4.1 20 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 7.6% suspended at least one day Increased 3.9 105 Students	Students with Disabilities Orange 9.3% suspended at least one day Increased 4.8 108 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center">  Green 0.7% suspended at least one day Maintained 0 136 Students </p>	<p align="center"> 0% suspended at least one day Maintained 0 21 Students </p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 4.7% suspended at least one day Increased 3.8 127 Students </p>	<p align="center">  Orange 3.2% suspended at least one day Increased 0.6 62 Students </p>	<p>Less than 11 Students 1 Student</p>	<p align="center">  Orange 2.1% suspended at least one day Increased 1.2 472 Students </p>

Conclusions based on this data:

1. We need to continue focusing on ways to reduce our suspension rates, especially for our subgroups
2. Review alternatives to suspension.

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

Academic Achievement

LEA/LCAP Goal

Student Achievement--maximize the performance of each student in all academic areas and eliminate performance gaps between demographic groups

Goal 1

Increase by 3 points from level 3 in mathematics and language arts for all students and 5 points for significant at-risk subgroups (SED, SWD, Hispanic) as measured by SBA assessment and state dashboard given in June 2023.

Identified Need

RHMS needs to continue to make growth for all students as well as for significant at-risk subgroups (SWD, SED, Hispanic).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Scaled Score/Distance from Level 3 for ELA all students	57	+3
CAASP Scaled Score/Distance from Level 3 for Math all students	34	+3
SpEd ELA CAASP Scaled Score/Distance from Level 3	-58	+5
SpEd Math CAASP Scaled Score/Distance from Level 3	-86	+5
SED ELA CAASP Scaled Score/Distance from Level 3	14	+5
SED Math CAASP Scaled Score/Distance from Level 3	-5	+5
Hispanic ELA CAASP Scaled Score/Distance from Level 3	40	+5
Hispanic Math CAASP Scaled Score/Distance from Level 3	6	+5

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

Train math, SPED, and ELA teachers in data analysis

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)

5,000.00

Source(s)

District Funded

Professional development

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

Professional development

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)

5,000.00

Source(s)

District Funded

5800: Professional/Consulting Services And
Operating Expenditures

Professional development

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

Planning days (3/year)

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)

5,500.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Professional development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELD students

Strategy/Activity

ELD support class

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)

20,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Instructional

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

Attendance at conferences

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)

10,000.00

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries
Professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Socio-economically disadvantaged students, English learners, struggling readers

Strategy/Activity

Reading support classes

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)

85,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Instructional Support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Socio-economically disadvantaged students, English learners

Strategy/Activity

Intervention classes for math

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)

85,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Instructional support

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Subs for trainings

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)

1,500.00

District Funded
1000-1999: Certificated Personnel Salaries
Personnel

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Special education

Strategy/Activity

Additional materials/programs for special education students (Learning Ally, manipulatives, study skills, Goalbook, etc)

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)

7000.00

Source(s)

LCFF - Base
4000-4999: Books And Supplies
texts, programs, supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Copy machine

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)

15,000.00

Source(s)

LCFF - Base
4000-4999: Books And Supplies
supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

RHMS has seen growth implementing the above strategies. Continuing the implementation with fidelity and fine tuning the programs on campus will be the focus of the 2022-2023 school year.

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

N/A

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.

N/A

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

Suspension rates

LEA/LCAP Goal

Goal #2 - Promote the development of each student as a "whole person."

Goal 2

The site will maintain a suspension rate of Low (1% or less) as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

Identified Need

While Rolling Hills observed a reduction in the overall suspension rate, we feel the overall percentage could be improved, especially when looking at particular student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School suspension rate (all students)	2%	1%
School suspension rate (SED)	8%	1%
School suspension rate (SWD)	9%	1%
School suspension rate (Hispanic)	5%	1%
School suspension rate (Multiple races)	3%	1%

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

Positive Behavior Supports, UDL, Trauma-Informed Practices, Zones of Regulation

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)

5000.00

Source(s)

LCFF - Base
1000-1999: Certificated Personnel Salaries conferences

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

Learn Something New Hour

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)

5000.00

Source(s)

LCFF - Base
4000-4999: Books And Supplies supplies for activities twice/year

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

Student counseling assistant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

35,000.00

Source(s)

LCFF - Base
2000-2999: Classified Personnel Salaries full day yard duty

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

Increased counselor time to support workshops

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)

20,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
additional counselor time

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

Execute SEL surveys and activities geared toward needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000.00

Source(s)

LCFF - Base
4000-4999: Books And Supplies
Purchase of SEL program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All activities are geared toward improving relationships with an adult on campus. Having such connections and de-escalation strategies will decrease the suspension rate. Also, in lieu of suspension on a minor offense, we continue to provide a variety of alternatives.

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

N/A

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.

N/A

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

Chronic Absenteeism

LEA/LCAP Goal

Promote the development of each student as a whole person.

Goal 3

The site will maintain a chronic absenteeism rate of Low (5% or less) as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

Identified Need

Chronic absenteeism for all students is 9%. Significantly higher rates of chronic absenteeism are present for socioeconomically disadvantaged (27%) and students with disabilities (22%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students	9%	
Socioeconomically Disadvantaged Students	27%	5%
Students with Disabilities	22%	5%
Hispanic	2%	5%
Multiple Races	2%	5%

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

Teacher training in UDL strategies, Zones of Regulation, and Trauma Informed Practices (costs noted in goal 2)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement effective tier 2 counseling groups for Zones of Regulation, Executive Functioning

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)

5,000.00

LCFF - Base
4000-4999: Books And Supplies
Books, curriculum for groups

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

Engaging activities/extra-curricular experiences

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)

5,000.00

LCFF - Base
4000-4999: Books And Supplies
updated sports equipment for safety and variety

5,000.00

ASB
4000-4999: Books And Supplies
Awards for assemblies, rallies, talent show

5000.00

LCFF - Base
4000-4999: Books And Supplies
Learn Something New supplies

5,000.00

ASB
4000-4999: Books And Supplies

	Awards given once/trimester to students who maintain 100 merits (show outstanding behavior)
5,000.00	LCFF - Base 4000-4999: Books And Supplies Supplies for various after school clubs
3,000.00	LCFF - Base 1000-1999: Certificated Personnel Salaries For teachers who supervise clubs
3,000.00	ASB 4000-4999: Books And Supplies Lunchtime equipment for intramural program
5,000.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Pay for teachers who give up lunch to open classroom to students
7,500.00	ASB 5800: Professional/Consulting Services And Operating Expenditures Core 3 and ROAR Ambassadors

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

Exploratory supplies for Life Skills, art, band, Spanish, and technology classes

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)

5,000.00

Source(s)

LCFF - Base
4000-4999: Books And Supplies
variety of supplies needed for art, cooking, sewing, etc

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

Classroom counselor visits. In order to teach self-regulation, social media, and anxiety etc.

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)
500	LCFF - Base 4000-4999: Books And Supplies
2000	LCFF - Base 4000-4999: Books And Supplies

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

School assemblies and activities.

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)
1000	ASB 4000-4999: Books And Supplies School dances and rallies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students who are connected in school are more likely to attend school regularly.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$389,500.00

Other Federal, State, and Local Funds

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

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

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 (\$)
ASB	\$21,500.00
District Funded	\$17,000.00
LCFF - Base	\$141,000.00
LCFF - Supplemental	\$210,000.00

Subtotal of state or local funds included for this school: \$389,500.00

Total of federal, state, and/or local funds for this school: \$389,500.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ASB	21,500.00
District Funded	17,000.00
LCFF - Base	141,000.00
LCFF - Supplemental	210,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	240,000.00
2000-2999: Classified Personnel Salaries	35,000.00
4000-4999: Books And Supplies	89,500.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	ASB	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	ASB	7,500.00
	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	District Funded	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	5,000.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	23,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	35,000.00
4000-4999: Books And Supplies	LCFF - Base	75,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	210,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	239,000.00
Goal 2	71,000.00
Goal 3	57,000.00
Goal 4	22,500.00

School Site Council Membership

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

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

Name of Members	Role
Debbie Bowers	Principal
Sean Gallagher	Principal
Laura Leszinske	Other School Staff
Amanda Burstiner	Classroom Teacher
Melissa Salcedo	Classroom Teacher
Leah Davis	Classroom Teacher
Melody Root	Classroom Teacher Parent or Community Member
Robin Pittfield	Parent or Community Member
Joren Ayala-Bass	Parent or Community Member
Elisa Smith	Parent or Community Member
Claudia Nunley	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Teachers

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 10/10/23.

Attested:

Principal, Debbie Bowers on 10/10/23

SSC Chairperson, Joren Ayala-Bass on 10/10/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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