School Year: **2025-26**

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
Roy Cloud School	41-69005-6044432	February 24, 2026	April 1, 2026

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
NA

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 Roy Cloud School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed:

1. By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

2. By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.
Increase our reclassification rate to 20%.
Decrease our Long Term English Learner to 10%

3. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
(25-26 Adjustments made to the goal, will replace old goal once board approves in June.)
By June 2027, RCSD goal is to increase the percentage of students meeting expected annual growth by at least 4 percentage points each year in ELA and Math, as measured by i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Roy Cloud School has detailed actions and services that align to the three main goals of the RCSD LCAP. Each School Site Council meeting discusses programs and personnel relating to these three main goals.

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).

Roy Cloud's Grade 4 and 5 data reflects a strong and supportive school climate. High levels of school connectedness (85% G4, 82% G5), academic motivation (89% G4, 87% G5), caring adult relationships (83% G4, 82% G5), and high expectations from adults (89% G4, 83% G5) indicate that students feel supported, valued, and encouraged to succeed. Safety perceptions are also very strong, with 85–89% of students feeling safe at school, over 90% feeling safe traveling to and from school, and 95% reporting they are treated with respect. Positive behavior is a clear strength, with 96% of students in both grades reporting adherence to school rules, aligning well with PBIS efforts. Social-emotional supports are particularly strong in Grade 4, with slightly higher emotional vulnerability emerging in Grade 5, though overall wellness indicators remain positive.

Roy Cloud's middle school data highlights substance use prevention is exceptionally strong, with 0% of students across grades reporting current alcohol, tobacco, marijuana, vaping, or binge drinking, and none reporting being drunk or high at school, an important protective factor for overall well-being. Most students feel safe at school (85–87% in Grades 6–7 and 75% in Grade 8), and weapon sightings are nearly nonexistent, reinforcing a strong sense of campus safety. Academic motivation remains solid, especially in Grade 6 (83%), though it tapers somewhat in Grades 7 (66%) and 8 (64%).

The parent survey results reflect a highly engaged and supportive school community. Parent participation is strong, with 67% average involvement in school activities, including high attendance at general meetings (93%), school events (89%), parent-teacher conferences (96%), fundraising (79%), and volunteering (76%). Parents overwhelmingly view the school as supportive and caring: 96% say it is a welcoming place, 92% believe teachers go out of their way to help students, 93% feel adults truly care, 96% say the school is safe, and 92% report their child is receiving adequate instruction. Teachers are especially recognized for responsiveness to students' social-emotional needs (90% positive).

The data indicates areas for growth, particularly in Grade 5. Compared to Grade 4, Grade 5 shows a notable increase in peer conflict and relational aggression, including higher rates of rumor-spreading, name-calling, and cyberbullying. Meaningful participation is also low, with fewer than half of students feeling they have voice in their learning, and many reporting they are rarely asked what they want to learn about. School boredom increases in Grade 5, and perceptions of discipline decline, with fewer students believing peers are well behaved, rules are clear, or consequences are applied fairly. The data shows a decline in engagement and well-being by Grade 8. Compared to Grade 6, eighth graders report lower academic motivation, fewer adult relationships, reduced perceptions of high expectations, less meaningful participation, and lower satisfaction with facilities and parent involvement. Most concerning, Grade 8 students show higher levels of social-emotional distress and chronic sadness, lower optimism and life satisfaction, and an overall dip in the Student Wellness Index—indicating a meaningful decline in emotional wellness in the final middle school year.

The results suggest opportunities to strengthen academic rigor, voice, and communication. While most parents respond positively overall, fewer than half strongly agree that the school motivates students, maintains high expectations, or provides an optimal learning environment, indicating room to deepen engagement and challenge. Student voice is limited, with only 36% strongly agreeing that students have meaningful participation opportunities. Similarly, only 36% strongly feel parent input is actively sought, and strong ratings for communication clarity, particularly around class placement and college planning, are relatively low. Facilities are viewed positively overall, though strong agreement remains moderate, suggesting potential to elevate overall satisfaction.

Classroom Observations

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

Site Administration (Principal and Assistant Principal) visit classrooms at least weekly to observe the classroom environment, academic instruction, and implementation of district-adopted curriculum, PTO-funded programs, and our Social Emotional Learning program through implementation of lessons based on Character Strong. Observations of teacher and student behavior has led to focused work in the area of enhancing student engagement in grades TK-8, and focusing attention around the RCSD Learner Framework and application of Universal Design for Learning (with a partnership with San Mateo County Office of Education). Findings include strong grade level team collaboration;

experienced staff; occasional cross grade level collaboration; teachers supplementing the curriculum; enhancing lesson plans to address student needs efficiently and effectively.

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)

Roy Cloud uses state and district assessments to modify instruction and improve student achievement, including SBAC, CAST, CAA (grades 3-8), iReady Diagnostics (grades K-8), CRLP framework and BPST phonics assessments, Heggerty phonics, Literably, as well as benchmark assessments in the district-adopted math curriculum Illustrative Math. This information was helpful to gauge student readiness levels entering the 2025-26 school year and will be used to analyze growth patterns. Currently, districtwide, the iReady online assessment, CRLP, BPST, and Literably are used for progress monitoring for Phonics, Reading and Math. The assessments are administered multiples times each school year. K-2 Teachers were provided substitute teachers so they could work 1:1 with students administering all other assessments. The district provided support in administering the ELPAC to our Emerging Multilingual students. The ALPI is used for qualified students in special education.

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

Continuing from previous years, Roy Cloud is dedicated to embedding a systematic plan for data collection and analysis to ensure students have access to intervention levels 1, 2, and 3 as part of a comprehensive Multi-Tiered Systems of Support (MTSS) plan. In 25-26 a universal screener will be implemented to support the understanding of foundational reading and phonics skills. The Roy Cloud staff continues to use a bank of universal practices developed in 22-23 to support our multiple learners in an effort to increase access to the curriculum in ways that made more sense to them. This bank/menu of universal practices lives in the Roy Cloud Staff Handbook and is used as part of the intervention process when supporting student needs. This menu is also being used district-wide to support the district's MTSS/SST initiative.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

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

RCSD provides staff development personnel to provide professional development and to provide access to instructional materials/training, and coaching for grade levels and individual teachers, as needed.

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

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance and professional needs. This includes trainings from SMCOE's School Safety and Risk Prevention personnel, Universal Design for Learning, and Character Strong.

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

Roy Cloud has access to district coaches, who provide professional development and resources. This year, funds were used to secure a full time Reading Intervention Specialist for grades K-8; a full time LMFT; a full time Academic Counselor (split with site funds); a full time PE teacher for grades 6-8; a full time Music teacher (split with site funds). Funds from our PTO support fifty percent of a STEAM TOSA to support instruction for all students in the NGSS and ISTE standards for all students, while the district supports the other 50%. Throughout the year, the Roy Cloud staff meets as a site to collaborate and discuss important instructional practices between grades. Finally, the middle school staff meets with neighboring high schools to inform practices and support the preparation of for our scholars.

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

Grade Level Planning (Tk-8) and Department (Specialists, 6-8) Planning is scheduled during our staff meetings at least twice a month, in addition to the regular planning teachers engage in. In addition to this, all teachers engaged in staff development to learn, apply, and enhance the district's approach to improving ELA, Math, and UDL practices/curriculum. This year, we are also dedicating much of our staff time together to learn and grow in data analysis via our PLC work.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to content and performance standards, per district guidelines. We continue with integrated STEAM Units in grades TK-8.

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (TK–8) are per district guidelines.

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

Lesson pacing schedule (TK–8) and master schedule flexibility are per district guidelines to ensure teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

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

RCSD ensures that all students have access to Standards based instructional materials appropriate to all student groups and in accordance with the Williams Act requirements

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

Roy Cloud School uses SBE-adopted and standards-aligned instructional materials. Additionally, reading intervention specialists use evidenced-based instructional materials; our resource specialists and special education teachers utilize additional evidences-based programs (SIPPS and READ180, for example) based on student need.

Opportunity and Equal Educational Access

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

English Language Development (Emerging Multilingual) instruction is integrated into the curriculum and instruction, as well as provided focused time with our Intervention Specialist with supplemental material of Language Power. Roy Cloud has three Specialized Learning Centers for students in grades K-2, 3-5 and 6-8. All are mainstreamed for portions of their day in general education classes, according to their IEP goals. TK-8 Students in the Resource Learning Center program receive push in and pullout services according to their IEPs, and to ensure access to the regular program. Furthermore, Roy Cloud has created a peer:peer leadership model where middle school students meet with 1-3rd grade students who would benefit from additional support after school. Our middle schoolers are dismissed at 2:50 pm. Our 1st-3rd grade students are dismissed at 2:25 pm. When these students are dismissed, they meet with middle school students to gain extra practice and instruction in foundational skills until the 2:50 pm dismissal. This program has proven beneficial for our young scholars in an academic sense, as well as in supporting our families who may need assistance with the multiple dismissal times.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Roy Cloud includes MTSS instruction in small groups for math, reading and online applications such as iReady activities for Reading and Math, Actively Learn, Newsela and Literably.

Parental Engagement

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

The Roy Cloud Community including family, school, and district offers resources to support students who are underachieving, including support from a Reading Intervention Specialist, parent education events, and additional support for an academic counselor.

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)

Roy Cloud School has a School Site Council involved in the planning, implementation, and evaluation of programs. Emerging Multilingual Learner categories and topics are included on each SSC agenda. Parents also participate through the Site Self Assessment and the Annual Climate Survey. We are currently engaging with our Emerging Multilingual Learner population regarding the interest and start of an ELAC committee.

Funding

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

State and Local funding provide services in the areas of Academic Counseling, a full time LMFT, a Reading Intervention Teacher, Positive Behavior Intervention and Supports (PBIS) education, assistance for Individualized Education Plans (IEPs) and Student Success Teams (SST) meetings, attendance monitoring, and MTSS Tier 1, 2 and 3 support.

Fiscal support (EPC)

Fiscal support is provided through local Measure U dollars as well as from the site PTO.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the School Plan for Student Achievement. The SPSA is reviewed annually and updated, including proposed expenditures of funds. A schoolsite council is a group of teachers, parents/guardians/community members, other staff (classified), principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers,

parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	EL Progress (ELPI)	Chronic Absenteeism Indicator	Suspension Indicator
2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard

ATSI Criteria:
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

Roy Cloud School serves a diverse student population, yet faces resource gaps that impact cultural awareness, student voice, and equitable access to meaningful experiences. Our curriculum and celebrations lack consistent cultural representation, limiting opportunities for students to see their identities reflected at school. Student leadership and feedback structures are underdeveloped, particularly for historically marginalized groups. Additionally, access to enrichment programs and supportive spaces is uneven, leading to feelings of disconnection for some students. To address these inequities, Roy Cloud aims to:
Expand culturally responsive curriculum and inclusive events
Create structured opportunities for student voice and leadership
Increase access to enrichment, mentorship, and restorative spaces
By addressing these gaps, we can ensure all students feel valued, heard, and engaged in their learning journey.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

Title and Description of School Goal

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

School Climate
Every student in the RCSD will receive appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1.By June of 2027, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Roy Cloud.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Metrics: Attendance, chronic absenteeism, suspensions

Identified Need

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

Currently, Roy Cloud's dashboard shows green on the Dashboard for chronic absenteeism and suspensions. This is an improvement from the year before. Target groups in yellow are Hispanic and two or more races are in orange.

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	23-24	24-25	25-26
American Indian or Alaskan Native		0	0
Asian	46	50	49
Black or African American	3	2	2
Decline to state	0	0	
Filipino	6	8	7
Hispanic/Latino	128	141	153
Native Hawaiian or Other Pacific Islander	1	0	0
Two or More Races	63	76	102
White	368	359	352
	615	636	665

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	70	120	118
Grade 1	72	73	81
Grade 2	76	74	80
Grade3	55	64	59
Grade 4	54	56	78
Grade 5	65	57	59
Grade 6	61	61	76
Grade 7	79	53	64
Grade 8	59	78	50
Total Enrollment	615	636	665

Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
95.3%	97.3%	95.3%	97.3%	96.0%

Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year

8.0%	5.0%	7.3%	4.3%	5.7%

Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

Student Group	23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
All students	1.8%	1.3%	1.2%	0.7%	0.1%
Social Economically Disadvantaged	2.5%	2.0%	1.9%	1.4%	1.0%
EL	0.0%	0.0%	3.0%	2.5%	0.0%
Homeless	0.0%	0.0%	0.0%	0.0%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	5.4%	4.4%	3.1%	2.1%	0.0%
LTEL	0.0%	0.0%	0.0%	0.0%	0.0%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Character Strong SEL Curriculum - to continue license and provide professional development for those staff members in the SEL PLC to engage the whole staff in best practices. Character Strong's goal is to teach students the importance of strengthening one's own character in order to improve relationships, increase academic achievement and overall improve the climate and culture of their schools. This include's character traits for all students to apply throughout the year. Our monthly "Bolt Awards" are aligned with each month's individual trait.	All	499 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.2	LiveSchool PBIS Tracker - to continue to utilize LiveSchool to promote PBIS and utilize "Houses" feature to promote community building. Begin training lower grades to use LiveSchool to build continuity among grade levels. LiveSchool helps our school create a positive learning environment. Teachers award points for good behavior and hard work, as well as document negative behaviors and comments. By putting in effort on a regular basis, our children earn rewards and participate in fun events. Research shows that one of the biggest factors on our children's learning is the classroom environment. Using LiveSchool, teachers are able to create a more positive learning environment for our children. LiveSchool is an extension of PBIS for our students in grades 3-8.	3rd-8th Grade Students	2,574 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

1.3	Provide targeted academic support during Middle School Enrichment courses. By providing students with access to targeted academic support, students are able to extend their learning, gain equitable access to the curriculum, get 1:1 support from their teachers, and experience gains in their academic journey. For the 25-26 school year, enrichments include: ASB, Community Service, Computer Science, Debate, Pioneers of Music, Advance Band, and Yearbook.	6th-8th Grade Students	0 District Funded
1.4	Instructional Leadership Team to support productive and targeted decisions with all staff groups represented.	All	0
1.5	With the support of a full time Mental Health Counselor and a part time Mental Health Counselor, students have ample access to support they may need in a myriad of compartments aligned with their school life.	Students in need of Tier 1, 2, or 3 MTSS support	District Funded
1.6	Access to updated curriculum online - Newsela, Achieve3K, SVMI, etc. Curriculum is leveled according to student reading levels and reports on relevant historical and cultural topics.	All	6,000 Site Formula Funds
1.7	MTSS Framework, tiers, strategies will be implemented and all staff will receive training over time in an articulated implementation plan to improve attendance.	All	0 District Funded
1.8	Through the referral system, student data and family requests, through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the MTSS system being implemented by the site. These Screen Team meetings occur once a week and are attending by Administration, Counselors, School Psychologists, and periodically Resource Specialists. In addition to the aforementioned, the Screen Team also discussed student tardies and absenteeism and brainstorm ways to support families who many need assistance in getting scholars to school. Using the district-provided A2A program, the Screen Team reviews and discusses next steps like phone contacts, parent meetings, student check ins, etc.	All	0 District Funded
1.9	Rainbow Cloud: Roy Cloud's GSA Clubs will meet weekly at lunch to learn, socialize, plan activities, and build community as a way to build inclusion, understanding, acceptance, and equality. This club is coordinated by a Roy Cloud teacher. For the past two years, members of Rainbow Cloud have attended the SMCOE's YAASS Conference to promote student leadership.	6th-8th students	0 None Specified
1.10	Associated Student Body (ASB) Middle School Student Leadership, as well as class representatives from K-5, lead student assemblies, make daily morning announcements, and lead lunchtime spirit activities to build a strong, and	All	0 None Specified

	more united student community and promote a sense of agency and sense of purpose.		
1.11	Kindness Clubs, Friendship Circles, Social Groups, Open Sessions are facilitated by our Administrators and School Counselors to promote positive school culture, openness, and facilitate strong relationship building between students who may be challenged with making friends and interacting with peers. Kindness Clubs are initiated during lunch and are open to any student who wishes to join.	All	0 None Specified
1.12	Full Time PE teacher to be provided at all TK-8 sites to ensure access to regular PE instruction for unduplicated students.	All	28270 Measure U
1.13	Implementation of Kindness Week and Inclusivity Week, supported by SEPTAR and parent volunteers.	All	0 District Funded
1.14	Peer Tutoring Program - middle school students support each other in learning content and receiving support.	6-8th grade	0 District Funded
1.15	Virtual Read Alouds - Inclusive Teaching Practice PLC creates read alouds to share with teachers to show their classes	All	
1.16	Community Service Elective/Study Buddies - Middle Schoolers supporting elementary students with school work	1st-3rd/6th-8th	
1.17	PTO- supported Heritage Event representing the multiple cultures within the school community and showcase the family community at the Family Spring Fest in April.	All	0 None Specified
1.18	PTO-supported asynchronous language program with Rosetta Stone and yearly competition where the winners receive a cuisine reward.	Middle School	15,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.19	Art in Action and Garden program lead by PTO where students receive 12 art classes a year and garden every other week.	All	20,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

Title and Description of School Goal

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

English Language Development
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Metrics: Reclassification within 7 years of enrollment, summative ELPAC

Identified Need

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

Student in 2023-2024, 51.5% made progress which was an increase of 20.2% from the previous year. In addition 42.7% maintained their status and 5.8% decreased.

2024-2025 Summative ELPAC

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	0	1	3	3	0%	14%	43%	43%
Grade 1	2	0	1	0	67%	0%	33%	0%
Grade 2	0	0	2	0	0%	0%	100%	0%
Grade 3	1	1	0	0	50%	50%	0%	0%
Grade 4	1	1	1	0	33%	33%	33%	0%
Grade 5	0	0	1	0	0%	0%	100%	0%
Grade 6	0	1	0	0	0%	100%	0%	0%
Grade 7	1	1	1	1	25%	25%	25%	25%
Grade 8	1	0	0	0	100%	0%	0%	0%
All Grades	6	5	9	4	25%	21%	38%	17%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

EL Level Growth

Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level

Percentage of students who increase at least 1 ELPAC level

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
9.1%	24.4%	38.5%	46.8%

Reclassification

Goal: By June 2027, increase our reclassification rate to 20%.

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
10.0%	13.3%	15.0%	17.5%

* School with RFEP rate above district LCAP goal does not have expected outcome.

Long term English Learner (LTEL)

Goal: By June 2027, decrease our Long Term English Learner to 10%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
17.0%	14.7%	9.0%	*

* School with LTEL rate below district LCAP goal does not have expected outcome.
N/A: No LTEL identified

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Every Emerging Multilingual Learner will receive daily designated or integrated instruction in ELD, aligned with their language levels. Our Reading Intervention Specialist will provide this support weekly to our Emerging Multilingual population, 4 days a week with the support of the board-approved/district appointed supplemental curriculum: Language Power. This support is in addition to RI support found in Goal 3.	Emerging Multilingual Learners	85642 Measure U 72000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
2.2	Staff Development will be provided to support teachers who teach designated and integrated Emerging Multilingual Learners through trainings, curriculum development, and coaching support for planning	Emerging Multilingual Students	
2.3	Initiate ELAC Committee for Emerging Multilingual Families - send out interest form, create committee based on feedback, provide pertinent school and assessment information.	Emerging Multilingual Community	Site Formula Funds

2.4	Use Ellevation to examine student levels, and identify activities to meet the needs. Meet with grade level teams and create learning plans.	LTELs	0 District Funded
2.5	The Director of Multilingual English Learners Department & Categorical Programs will provide Professional Development to staff regarding the use of Ellevation to identify student levels, long term EL Learners, as well as activities and ways to support them in class to meet the goal of one year of growth on the ELPAC and provide release time for teachers to collaborate.	All Emerging Multilingual Students	0 District Funded
2.6	Identify and observe 5 Emerging Multilingual Learners to monitor supports and engagement throughout the year.	Multilingual Learners	None Specified

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

Title and Description of School Goal

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

English Language Arts and Mathematics
By June of 2027, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, the district's local assessment program.
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Metric: i-Ready and CAASPP

Identified Need

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

Currently the CAASP for grades 3 thru 8 indicate 72% are at or above grade level proficiency in ELA and 61% for Math. Subgroups of English Learner and Long Term English Learners are in Red on English Language Arts and in Mathematics it is only the subgroup of Long Term English Learners.

iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
48.4%	52.4%	55.4%	59.4%	64.0%

iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	77	79.2%
Grade 1	14	35.7%
Grade 2	79	65.8%
Grade 3	58	75.9%
Grade 4	79	64.6%
Grade 5	58	46.6%

Grades	# students tested	% of students on or above level
Grade 6	74	54.1%
Grade 7	64	50.0%
Grade 8	49	59.2%
All Grades	552	61.8%

iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
45.0%	49.0%	43.5%	47.5%	59.4%

iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	76	65%
Grade 1	80	51%
Grade 2	79	61%
Grade 3	57	56%
Grade 4	79	61%
Grade 5	59	41%
Grade 6	72	43%
Grade 7	63	56%
Grade 8	49	55%
All Grades	614	55%

CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
0.0%	6.7%	8.3%	14.2%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – English Language Art

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	63	36	57%
Grade 4	56	23	41%
Grade 5	57	37	65%
Grade 6	59	40	68%
Grade 7	52	36	69%
Grade 8	78	65	83%
All Grades	365	237	65%

CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
10.0%	12.0%	8.3%	12.2%

* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

CAASPP – Math

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	63	43	68%
Grade 4	56	29	52%
Grade 5	57	35	61%
Grade 6	59	35	59%
Grade 7	52	31	60%
Grade 8	78	58	74%
All Grades	365	231	63%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide ongoing coaching for teachers in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities.	All Staff	District Funded
3.2	Allocate site staff meetings to look at and understand data for our Emerging Multilingual Learners and students with disabilities	All Students	District Funded

3.3	Phonemic Awareness and Early Reading Intervention Screener - provide a screener for the early grades (K-2) to provide early intervention for students to present evidence. Teachers will be trained on utilizing such assessments and how to interpret data (CRLP, BPST, IWT, Heggerty, iReady, Literably, and Read180.	K-2 Students, and students with IEPs	0 District Funded
3.4	Continue with iReady diagnostic assessment in to monitor student progress throughout the year and to provide instructional supports, differentiated for each student. Regular trainings on how to interpret data and use resources within the iReady database.	All Students	District Funded
3.5	Full Time Music Teacher: Having a full time music teacher supports the culture of the school, as well as the academic balance a student deserves when navigating a day full of rigor and stimuli. Studies have proven that regular musical influence ensures that students also perform better in such subjects like Math and ELA, especially in older grades.	All	30000 Measure U 86706 Prop. 28 72000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.6	Online Resources/Professional Development/Instructional Materials provided for staff to strengthen and supplement current resources: Silicon Valley Math Initiative (SVMI) Membership - to improve math instruction and student learning, teachers will engage with this supplemental resource. Based on high performance expectations, ongoing professional development, examining student work, and improving math instruction students will also engage in robust conversations around math practices.	All	4,000 Site Formula Funds 10000 Measure U
3.7	Roving Subs for SST, 504 and IEP meetings. Substitutes are hired weekly to relieve teachers of their classroom duties in order to attend SST, 504 and IEP meetings. Meetings are designed to develop and review plans to support student academic and social emotional growth.	All	15000 Site Formula Funds 11606 Measure U
3.8	Math Olympiads - a program designed to ignite passions in math in scholars grades 3-5th	3rd-5th	500 Site Formula Funds
3.9	Principals Fund to support students and staff with school programs such as School Spirit Assemblies; certificates; materials/rewards for the student store	All	10,000 Parent Teacher Association/Parent Faculty

			Club (PTA/PFC/PTSO, PTO, etc.)
3.10	Pedagogy of Confidence (POC) - Last year, Roy Cloud initiated their work in Equity in Educational Practices in grades 3-5. We saw tremendous growth and interest spread across all grades throughout the year. Because of this, Roy Cloud decided to rollout Equity in Education Practice school wide for the 24-25 school year. Teachers in grades will engage in what we know as POC practices (now Equity in Education) and professional development. With the support of a district coach and mentor who visits weekly to model lessons and provides on-demand support, teachers are prepared to carry out lessons and utilize resources to amplify student voice and encourage ownership of learning. We have found that this framework has been very supportive with the new Student-Led Goal Setting Conference model.	All TK-8 Teachers and Students	0 None Specified
3.11	Walk Through History Simulations - a program designed to engage scholars in historical topics and ELA skills through hands on activities and group projects	4th-6th Grade	4,000 Site Formula Funds
3.12	Partnership with SMCOE UDL program with Dr. Chad Slife to provide professional development focusing on engagement and student voice, across all grade levels with a coaching cycle and regular staff meeting PD. These goals also coincide with our PLC goals and data.	All students	15750 District Funded
3.13	Reading Intervention. RI program designed to support students in a fluid fashion that builds foundational skills. (salary in goal 2)	All students	

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$489,547.00

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 ($)
	$0.00
District Funded	$15,750.00
Measure U	$165,518.00
None Specified	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$192,073.00
Prop. 28	$86,706.00
Site Formula Funds	$29,500.00

Subtotal of state or local funds included for this school: $489,547.00

Total of federal, state, and/or local funds for this school: $489,547.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Melissa Bowdoin	Principal
Anna Rivoli	Classroom Teacher
Linda Kiefer	Classroom Teacher
Joan Perez	Classroom Teacher
Annette Bacab	Other School Staff
Bao Lam	Parent or Community Member
Mokshya Sharma	Parent or Community Member
Zane Rogers	Parent or Community Member
Dawn Rathi	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

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 2/24/2026.

Attested:

Principal, Melissa Bowdoin on 2/24/2026

SSC Chairperson, Bao Lam on 3/20/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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