

School Year:

2024-25

# 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
Santa Rosa Middle School	49709206060289	May 1, 2024	June 26, 2024

**Contact Person:** Sarah O'Connor, Ed.D.  
**Position:** Principal  
**Phone Number:** 707-890-3865  
**Address:** 500 E St.  
Santa Rosa, CA , 95404  
**E-mail Address:** soconnor@srcs.k12.ca.us

## Plan 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  
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school's plan reflects the comprehensive needs assessment and stakeholder consultation that was completed during the 2-23-24 school year. This needs assessment included input from all stakeholder groups (students, parents, faculty and staff) and was used to

determine our focus areas in each of our three goals, as well as our strategies, activities, and budget allocations to address the focus of the three goals.

## **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**

Student voice and input were considered through survey data collection and Student Senate. Parents were surveyed and met to give input through PFSO and ELAC meetings as well as surveys sent out in our school newsletter on Parent Square. Staff and Faculty voiced input through surveys, staff meeting discussions, and committee work focused on planning for 2024-25. Finally, Site Council engaged in a review and evaluation of the 23-24 SPSA in order to inform adjustments and improvements for the 24-25 SPSA.

## **Resource Inequities – Required for CSI / ATSI**

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

A significant portion of students attending SRMS fall into the unduplicated student count. Educating students who qualify as English Learners, Foster or Homeless, Free or Reduced Lunch dependent, or Migrant require additional resources. These inequities are critical to keep in mind as we plan for tier 1, 2 and 3 programming and supports that increase academic success for all students and support their social-emotional, identity, and cultural development as human beings within a community. Attention to this resource inequity and goals for all students is especially critical given Santa Rosa Middle School's designation as a school in CSI. We are excited to have a district, CSI focused TOSA support our school and our work to improve our way out of the CSI designation.

## **Comprehensive Needs Assessment**

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

Significant improvement is needed in many areas at Santa Rosa Middle School, as indicated by our Dashboard and local data. Each of these areas the the steps taken are listed and noted below.

In the area of ELA, SRMS has not shown progress on the California Dashboard, still sitting at a "red" level. All subgroups are in the orange and red bands, and scores from 21-22 to 22-23 went down when comparing students who met or exceeded the standard to students who nearly or failed to exceed the standard.

In the area of Math, SRMS has not shown progress on the California Dashboard, still sitting at a "red" level. All subgroups are in the orange and red bands (except students of 2 of more races), and scores from 21-22 to 22-23 went down when comparing students who met or exceeded the standard to students who nearly or failed to exceed the standard.

In the year 23-24, we engaged in testing differently and put a focus on testing in a different way. Preliminary results have indicated this was successful in increasing test scores.

In the coming year, we plan to focus on Reading, Writing, Speaking and Listening. This focus will include Professional Development and Instructional Rounds.

In the area of Chronic Absenteeism, 21-22 to 22-23 data indicates that we are still in the red band, however preliminary data from SRCS shows that we have decreased chronic absenteeism by 13% in 23-24 due to a significant effort by our CSI TOSA and attendance team. We aim to continue these efforts in 24-25.

In the area of Suspension rates, 21-22 to 22-23 data indicates that we are still in the red band, however preliminary data from Aeries in Semester 1, indicates a decrease in Suspension rate. This decrease is a result of focusing on Accountability Projects instead of suspension on the first offense.

In the area of English Learner re-designation, it appears we decreased the percentage of students re-designating from 21-22 to 22-23. However, ELPAC scores from 23-24 show we are on the path to higher re-designation for 23-24, especially improvement from the 23-24 7th graders.

Continued and additional strategies/activities to impact these areas is the goal of the 24-25 SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.01%	1.07%	0.66%	5	5	3
African American	2.23%	2.79%	2.40%	11	13	11
Asian	3.24%	3.65%	3.28%	16	17	15
Filipino	0.40%	0.21%	0.87%	2	1	4
Hispanic/Latino	62.96%	63.95%	67.47%	311	298	309
Pacific Islander	%	0%	%	0	0	
White	21.46%	20.39%	20.09%	106	95	92
Multiple/No Response	7.69%	7.51%	5.24%	38	35	24
	<b>Total Enrollment</b>			494	466	458

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	235	235	221
Grade 8	259	231	237
<b>Total Enrollment</b>	494	466	458

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	70	77	94	12.9%	14.2%	20.5%
Fluent English Proficient (FEP)	183	158	156	36.7%	37.0%	34.1%
Reclassified Fluent English Proficient (RFEP)				7.7%		

# 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
<b>466</b>	<b>60.5</b>	<b>16.5</b>	<b>0.2</b>
Total Number of Students enrolled in Santa Rosa 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	77	16.5
Foster Youth	1	0.2
Homeless	7	1.5
Socioeconomically Disadvantaged	282	60.5
Students with Disabilities	76	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.8
American Indian	5	1.1
Asian	17	3.6
Filipino	1	0.2
Hispanic	298	63.9
Two or More Races	35	7.5
White	95	20.4

### Conclusions based on this data:

- The enrollment has decreased from 20-21 to 22-23. However, the enrollment has increased from 22-23 to 23-24. There were 489 students enrolled at the end of 23-24 compared to 466 at the end of 22-23.

2. There have been increases in Socioeconomically Disadvantaged, English Learners, Foster Youth, and Homeless students in 23-24 compared to previous years.
3. White students and students who are not socioeconomically disadvantaged are the minority

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Red

#### Academic Engagement

##### Chronic Absenteeism



Red

#### Conditions & Climate

##### Suspension Rate



Yellow

##### Mathematics



Red

##### English Learner Progress



Orange

#### Conclusions based on this data:

1. Significant work is needed in the areas of ELA and Math. All students, in all categories, fall into either the orange or red performance bands.
2. Chronic absenteeism and Suspension rates, while improving significantly in the 23-24 school year, are still at a highly concerning rate.

3. English Learner progress fluctuates year to year, as does the number of English Learners. Increased attention to redesignation of English Learners needs to remain a focus and priority

# School and Student Performance Data

## Academic Performance English Language Arts

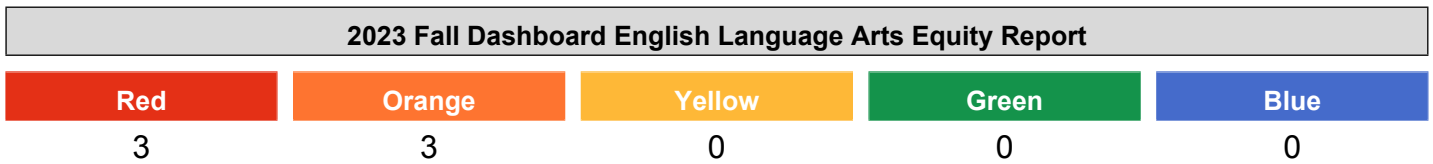
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 89.9 points below standard Decreased Significantly -17.4 points 424 Students	 Red 138.1 points below standard Decreased Significantly -24.9 points 106 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 9 Students	 Red 108.7 points below standard Decreased Significantly -16.4 points 319 Students	 Orange 160.2 points below standard Increased +3.7 points 76 Students

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

African American	American Indian	Asian	Filipino
126.8 points below standard 13 Students	Less than 11 Students 5 Students	86.9 points below standard Decreased Significantly - 20.8 points 17 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 114.8 points below standard Decreased Significantly - 17.3 points 270 Students	 Orange 65.7 points below standard Decreased -7 points 32 Students	 No Performance Color 0 Students	 Orange 25.7 points below standard Decreased -10 points 89 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
172.1 points below standard Decreased -10.1 points 63 Students	93.8 points below standard Decreased -11.5 points 44 Students	70.8 points below standard Decreased -10.9 points 210 Students

**Conclusions based on this data:**

- Students with Disabilities have shown progress on the ELA part of the CAASPP from 22-23 to 23-24
- Students of 2 or more races have shown progress on the ELA part of the CAASPP from 22-23 to 23-24
- All students, in all categories, are performing at low or significantly low levels on the ELA portion of the CAASPP

# School and Student Performance Data

## Academic Performance Mathematics

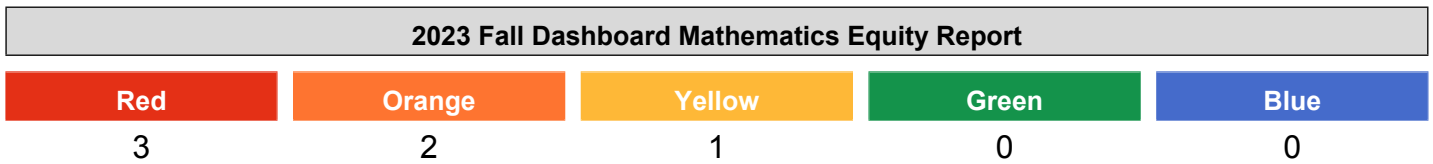
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Red</p> <p>113.3 points below standard Decreased -4.3 points</p> <p>424 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>161 points below standard Decreased Significantly -17.6 points</p> <p>105 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>126.7 points below standard Maintained +0.6 points</p> <p>318 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>199.9 points below standard Increased Significantly +34.7 points</p> <p>76 Students</p>

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

African American	American Indian	Asian	Filipino
<p>114.1 points below standard</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>107.7 points below standard</p> <p>Decreased -3.2 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>135.9 points below standard</p> <p>Decreased -4.8 points</p> <p>269 Students</p>	<p> Yellow</p> <p>88.7 points below standard</p> <p>Increased Significantly +17.7 points</p> <p>32 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>59.4 points below standard</p> <p>Decreased -6.1 points</p> <p>89 Students</p>

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
<p>184.6 points below standard</p> <p>Increased Significantly +31.7 points</p> <p>62 Students</p>	<p>131.9 points below standard</p> <p>Decreased Significantly -29.8 points</p> <p>44 Students</p>	<p>96.7 points below standard</p> <p>Maintained 0 points</p> <p>210 Students</p>

#### Conclusions based on this data:

1. White students and students of 2 or more races have increased performance from 22-23 to 23-24
2. Student with disabilities have increased performance from 22-23 to 23-24
3. All students, in all categories except students of 2 or more races, are performing at low or significantly low levels on the Math portion of the CAASPP

# School and Student Performance Data

## Academic Performance English Learner Progress

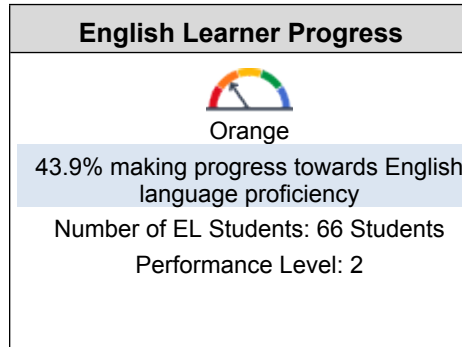
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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
14	23	1	28

#### Conclusions based on this data:

1. 37 of 66 English Learners failed to demonstrate progress from 22-23 to 23-24
2. The rates of students redesignating dropped from 22-23 to 23-24
3. Supporting English Learners needs to be a priority in 24-25 given the above data and the increase in English Learners



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

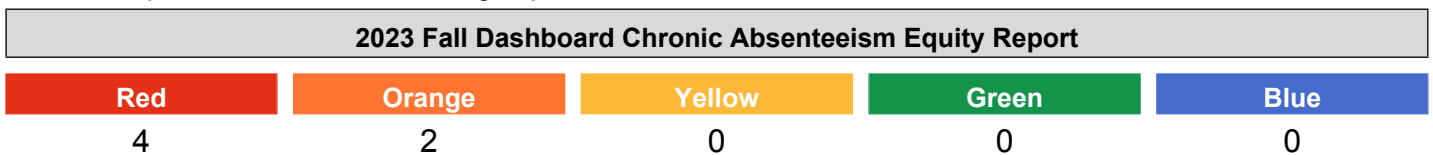
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This section provides number of student groups in each level.



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><b>All Students</b></p> <p>Red</p> <p>41.2% Chronically Absent</p> <p>Increased 2.6</p> <p>495 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>39.1% Chronically Absent</p> <p>Declined -3</p> <p>92 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>75% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>45% Chronically Absent</p> <p>Increased 1.8</p> <p>373 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>59% Chronically Absent</p> <p>Increased 5.6</p> <p>83 Students</p>

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>38.5% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>35.3% Chronically Absent</p> <p>Increased 5.9</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Red</p> <p>42.1% Chronically Absent</p> <p>Increased 1.9</p> <p>323 Students</p>	<p> Red</p> <p>56.8% Chronically Absent</p> <p>Increased 15.5</p> <p>37 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>32.7% Chronically Absent</p> <p>Declined -2.9</p> <p>98 Students</p>

**Conclusions based on this data:**

1. All categories of students are either orange or red on the dashboard, indicating significant concern for all students around attendance
2. There have been significant drops in chronic absenteeism from 22-23 to 23-24 as a result of significant efforts and interventions
3. Students with disabilities have one of the highest chronic absenteeism rates.

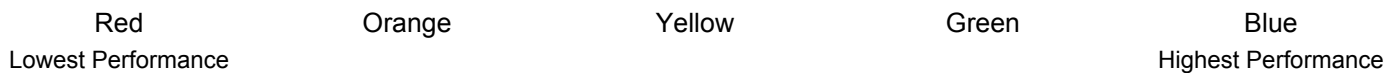
# School and Student Performance Data

## Academic Engagement Graduation Rate

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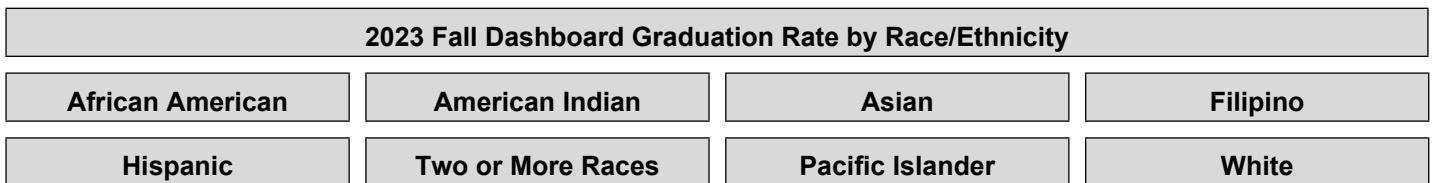
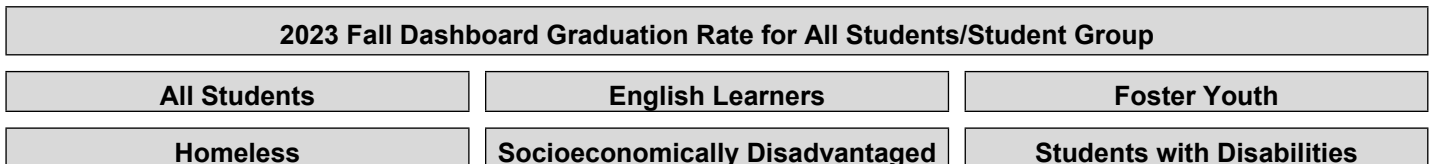
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This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

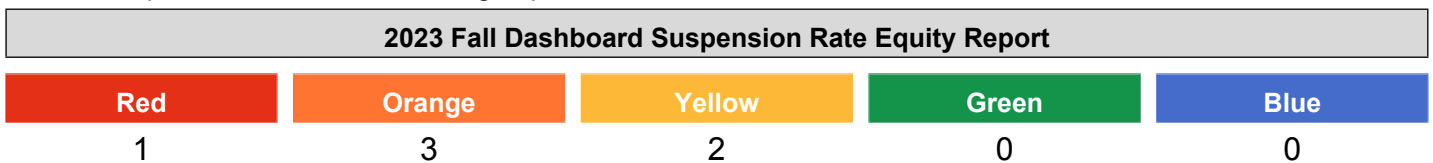
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 15.1% suspended at least one day Declined Significantly -3.2 511 Students	 Yellow 11.7% suspended at least one day Declined -7.8 94 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
25% suspended at least one day 16 Students	 Orange 17.2% suspended at least one day Declined -2.9 384 Students	 Orange 16.9% suspended at least one day Declined -6 89 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>30.8% suspended at least one day</p> <p>Increased 12.6 13 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>17.6% suspended at least one day</p> <p>Increased 12.1 17 Students</p>	<p>Less than 11 Students 1 Student</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Yellow</p> <p>13.6% suspended at least one day</p> <p>Declined Significantly -5.1 332 Students</p>	<p> Orange</p> <p>17.5% suspended at least one day</p> <p>Declined -5.4 40 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Red</p> <p>15.7% suspended at least one day</p> <p>Increased 1.9 102 Students</p>

**Conclusions based on this data:**

1. No categories of students are in the green or blue range for suspension rates
2. Homeless, Socioeconomically disadvantaged and Students with disabilities are more likely to be suspended for at least a day.
3. Minority students, with the exception of Hispanic students (who are the majority) are more likely to be suspended.

# School and Student Performance Data

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

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	251	225	235	0	198	224	0	197	224	0.0	88.0	95.3
Grade 8	240	260	239	0	239	223	0	239	223	0.0	91.9	93.3
All Grades	491	485	474	0	437	447	0	436	447	0.0	90.1	94.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2502.	2467.		9.14	2.68		21.32	13.39		28.43	29.46		41.12	54.46
Grade 8		2494.	2470.		6.69	7.17		21.34	12.56		24.69	22.87		47.28	57.40
All Grades	N/A	N/A	N/A		7.80	4.92		21.33	12.98		26.38	26.17		44.50	55.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.69	5.80		59.69	52.68		30.61	41.52
Grade 8		8.79	7.17		58.58	43.50		32.64	49.33
All Grades		9.20	6.49		59.08	48.10		31.72	45.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		12.24	3.13		46.43	41.96		41.33	54.91
Grade 8		7.53	7.62		38.91	30.04		53.56	62.33
All Grades		9.66	5.37		42.30	36.02		48.05	58.61

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		7.61	6.70		72.08	67.41		20.30	25.89
<b>Grade 8</b>		7.95	8.07		69.87	65.02		22.18	26.91
<b>All Grades</b>		7.80	7.38		70.87	66.22		21.33	26.40

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		13.20	4.46		58.38	58.04		28.43	37.50
<b>Grade 8</b>		8.37	9.42		64.02	56.95		27.62	33.63
<b>All Grades</b>		10.55	6.94		61.47	57.49		27.98	35.57

**Conclusions based on this data:**

1. Less students are meeting or exceeding the standards in ELA in 21-22 than 22-23
2. Less English Learners are meeting or above the standard in areas of the ELPAC
3. Significant attention is needed in developing students abilities to read, write, speak and listen

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	251	225	235	0	204	225	0	203	225	0.0	90.7	95.7
Grade 8	240	260	239	0	229	225	0	228	225	0.0	88.1	94.1
All Grades	491	485	474	0	433	450	0	431	450	0.0	89.3	94.9

\* 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 7		2492.	2464.		9.85	5.78		16.75	12.44		25.62	22.67		47.78	59.11
Grade 8		2470.	2455.		3.95	4.00		7.46	7.56		27.63	19.56		60.96	68.89
All Grades	N/A	N/A	N/A		6.73	4.89		11.83	10.00		26.68	21.11		54.76	64.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.39	8.48		40.59	29.91		48.02	61.61
Grade 8		3.51	6.22		45.61	32.44		50.88	61.33
All Grades		7.21	7.35		43.26	31.18		49.53	61.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.87	6.67		59.11	46.67		32.02	46.67
Grade 8		6.14	3.56		50.00	42.22		43.86	54.22
All Grades		7.42	5.11		54.29	44.44		38.28	50.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.85	5.33		60.59	60.44		29.56	34.22
Grade 8		3.07	3.56		60.53	51.11		36.40	45.33
All Grades		6.26	4.44		60.56	55.78		33.18	39.78

**Conclusions based on this data:**

1. Less students are meeting or exceeding standards in all areas of Math
2. Significant attention is need to develop all areas of students understanding of Math

# School and Student Performance Data

## 2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
466	60.5	16.3	16.5	1.5	0.2	63.9	20.4	2.8

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <a href="https://dq.cde.ca.gov/dataquest/">https://dq.cde.ca.gov/dataquest/</a> .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
41.2% Chronically Absent	45% Chronically Absent	59% Chronically Absent	39.1% Chronically Absent	75% Chronically Absent		42.1% Chronically Absent	32.7% Chronically Absent	38.5% Chronically Absent

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
15.1% suspended at least one day	17.2% suspended at least one day	16.9% suspended at least one day	11.7% suspended at least one day	25% suspended at least one day		13.6% suspended at least one day	15.7% suspended at least one day	30.8% suspended at least one day

**Math Percentages**

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
113.3 points below standard	126.7 points below standard	199.9 points below standard	161 points below standard			135.9 points below standard	59.4 points below standard	114.1 points below standard

**ELA Percentages**

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

<b>All Students</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>	<b>English Learners</b>	<b>Homeless</b>	<b>Foster Youth</b>	<b>Hispanic</b>	<b>White</b>	<b>African American</b>
89.9 points below standard	108.7 points below standard	160.2 points below standard	138.1 points below standard			114.8 points below standard	25.7 points below standard	126.8 points below standard

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

## Goal 1

Santa Rosa Middle School will improve student academic achievement and academic growth.

This will be done through:

a focus on consistent, school-wide Tier 1 (whole school) instructional programming

a focus on consistent, school-wide Tier 1 (whole school) teaching strategies that promote middle school learning and high school readiness.

Counseling & Student Services to ensure that students are academically progressing in middle school and on track for high school success

When appropriate and needed, this will also include:

regular and targeted Tier 2 (large group, small group, and occasionally, individual support) interventions that prioritize re-teaching opportunities for students.

## Identified Need

Students academic growth in math and literacy, as measured by standardized tests, as well as by the A/B/C rate and overall GPA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A/B/C rates each quarter	A/B/C rates for the 23-24 school year	Increase of A/B/C rates from 23-24 to 24-25
CAASPP Testing Scores	23-24 ELA and Math scores	Increase in at least one dashboard band, in all areas, for all students and subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		on the ELA and Math portion of the CAASPP.
Scores on Common Assessments in Math and ELA	Students Fall Scores on Common Assessments in Math and ELA	Increased student Spring Score on Common Assessments in Math and ELA in comparison to the respective fall Common Assessment scores

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 (Tier 1)

#### Strategy/Activity

Additional, Tier 1, Guidance Counselor Position to support students in academically progressing at middle school and being ready for high school

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Counselor academic planning and check-in with all students and monitoring of academic data by the CARE Team and Departments at grade reporting intervals

#### 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)
36365.00	3010 - Title I 1xxx – FTE Certificated Salaries
16886.26	3010 - Title I 3000 – Certificated FTE Benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students (Tier 1)

### Strategy/Activity

Tier 1 Instructional Focus and Support around Speaking, Listening, Reading and Writing. This is a SRCS middle school focus for 2024-2025 and includes supporting all classrooms in growing students skills in Speaking, Listening, Reading and Writing with materials and supplies, books, and software

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

Department Leader meeting and monthly Professional Development agendas and presentations. Additionally, the Instructional Rounds data from quarterly Instructional Rounds. Finally, the teacher evaluation process.

### 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)
1800	0500 - Supplemental 4200 - Books - Other than Textbooks
100	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
100	0500 - Supplemental 4312 - Software

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students (Tier 1)

**Strategy/Activity**

Tier 1 Instructional Support including after school academic tutoring. Tutoring is available to all students, in all subjects, with particular emphasis two days per week in Math. This includes teacher extended day time, materials/supplies and snacks.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

After school tutoring attendance logs, and the comparison of grades of students in tutoring versus students recommended but not attending tutoring.

**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)
7,000.00	0500 - Supplemental 1112 - Teacher Extended Day
400	0500 - Supplemental 4316 – Food – Ind-District Meetings
100	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

**Strategy/Activity 4**

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

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

All Students (Tier 1)

**Strategy/Activity**

Tier 1 Instructional Programming including supplemental material and supplies, software and equipment/hardware for instructional courses, elective programs and other site programming during the school day. This includes all department budgets, funds for elective classes, and other classes/programs that occur during the school day. Technology related expenditures, including Software and Hardware of <5K to support classroom instruction for classroom, instructional programming and other Tier 1 academic and elective courses and programs available to all students.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student attendance and participation in site programs and courses throughout the year, as well as student feedback in surveys.

**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)
8,000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
1,000	0500 - Supplemental 4312 - Software
1,000	0500 - Supplemental 4412 - Hardware (under \$5,000)

**Strategy/Activity 5**

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

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

All Students (Tier 1)

**Strategy/Activity**

CSI programmatic related expenditures including certificated and classified extended day pay, materials and supplies, and snacks or food related incentives and rewards to support ELA and Math MAP and CAASPP score increases, the number of EL students redesignating, student attendance in school and positive student behavior.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

CARE Team data related to various subgroups in each of the areas of the California Dashboard

**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)
2,000.00	0500 - Supplemental 4316 – Food – Ind-District Meetings
500.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

**Strategy/Activity 6**

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

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

All Students (Tier 1)

**Strategy/Activity**

Supplies and Materials for school wide use including main office materials and supplies, main office technology, student Planners, and materials/supplies for schoolwide academic work

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Classroom observations and monitoring the ordering of supplies (in the office and by department) in comparison to last 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)	Source(s)
3500	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
1500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)

**Strategy/Activity 7**

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

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

All Students (Tier 1)

**Strategy/Activity**

Campus and Classroom that supports safe, secure and well resourced office and learning environments. Expenditures include personnel, technology and equipment related to campus safety and security; personnel, technology and equipment related to the office work that supports the school and classrooms; classroom materials, equipment and technology that supports safety, security and opportunities for students to grow as learners and citizens.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Data on faculty use rate for software and online programs

**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)
3,000.00	0500 - Supplemental 4312 - Software

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Overall, the implementation of strategies and activities for Goal 1 was effective or the outcome is still pending. CAASPP scores and the final crunching of A/B/C data for 23-24 is still pending, although preliminary data shows an increase in scores and an increase in A/B/C data.

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

There were not major differences between the intended implementation and funding to implement Goal 1 strategies and activities.

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.

Changes for the 24-25 school year include:

- -Strategy 2 around the instructional focus on Speaking, Listening, Reading and Writing. This strategy/activity is aligned to the new Tier 1 SRCS and SRMS initiatives/focues.
- -Strategy 7 around supporting student safety and security. This strategy/activity is designed to cover the costs of software and programs that are site responsibility as opposed to being covered by the district.

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff. Evidence-based practices and research indicate that an asset-based approach to educational systems where students' and families' cultural, linguistic, and familial wealth are recognized and appreciated lead to improved school climate, and improved student engagement and academic and social-emotional success. Our community has endured many traumatic events during the last four years as a result of natural disasters and the COVID-19 pandemic, often disproportionately impacting our students and families. As a result, it is critical that we have Multi-tiered Systems of Support (MTSS) in place to address a variety of academic and mental health and wellness needs.

## Goal 2

SRMS will intentionally support students by recognizing and responding to the fact that students are complex, multi-faceted people who have social and emotional needs in addition to intellectual needs.  
Support for student social-emotional identities will be facilitated through:  
building a culturally and community responsive and sustaining school environment that is ultimately humanizing, specifically supporting student exploration of identity and self.  
support for students in navigating the social-emotional context of middle school relationships and peer groups within the context of society at large.  
SRMS will also:  
utilize the Multi-Tiered Systems of Support model to identify Tier 2 (large group, small group, and occasionally individual)  
Employ, when appropriate, Tier 3 (individual) intervention through progress monitoring of behavioral, attendance, academic, and social-emotional quantitative and qualitative data.

## Identified Need

Development and support of the whole child including support of student social, emotional and behavioral growth, identity and cultural exploration, and place within peer relationships and the school community

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	23-24 Panorama Survey Data	Increased connection to school and belonging and increased self-efficacy in the 24-25 data
Attendance and Tardy Data	23-24 Chronic Attendance and Tardy Data	Decreased chronic attendance by at least 10% and decrease chronic tardy to 5%
Suspension and Behavior/Referral Data	23-24 Suspension and Behavior/Referral Data	Decrease in students receiving one or more days of suspension to result in a band improvement on the California Dashboard
Student Recognized for Growth or Success/Achievement	23-24 Data from Renaissance class	All students recognized at least once
Students engaged in 7th period / After school activities	23-24 data from after school groups	All students engaged in at least one, non-course activity at school

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 (Tier 1)

#### Strategy/Activity

Additional Counselor Position to support students in social and emotional support and development

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Counselor schedule implementing monthly SEL lessons, tier 2 and 3 individual services/groups offered, SST and 504 meetings, and participation in the site CARE team

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,930.05	0500 - Supplemental 1xxx – FTE Certificated Salaries
6,828.66	0500 - Supplemental 3000 – Certificated FTE Benefits

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students (Tier 1)

### Strategy/Activity

Culturally and Community Relevant, Sustaining and Humanizing Pedagogy in all classrooms, infused to all learning opportunities, and experienced across campus. This includes student activities and community events; curriculum (books or software), materials and supplies that connect students lived experiences to classroom learning; and community guest speakers and presenters and/or consultants that broaden the site understanding of cultural and community relevancy

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

Instructional Rounds Data, Department Leader and Department Meeting agendas, and Professional Development Agendas/Presentations

### 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)
1,000.00	0500 - Supplemental 4200 - Books - Other than Textbooks
1000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

1000.00
---------

0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)
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**Strategy/Activity 3**

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

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

All Students (Tier 1)

**Strategy/Activity**

During school social and emotional programming that promotes safety, wellness, and engagement. Programming includes the Santa Rosa Safe School Ambassador Program, Renaissance Program, Blue & Gold Classes, and school groups or Clubs that promote a positive school culture and climate and student engagement success as measured by student behavior, attendance and reported involvement in school activities. Expenditures will include teacher and classified staff extended day and release time/sub pay, materials and supplies, snacks as incentives and rewards, and other services.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Student participation in listed programs, Conflicts connected to reporting by Safe School Ambassadors, Student attendance in planned Student Activities and Recognition Events, and Engagement/Success Data (A/B/C, attendance, tardy, and referral/behavioral data)

**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)

6,000.00
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0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
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1000.00
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0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)
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1000.00	0500 - Supplemental 4316 – Food – Ind-District Meetings
1000.00	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime
1000.00	0500 - Supplemental 1112 - Teacher Extended Day

**Strategy/Activity 4**

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

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

Identified Students through the MTSS or SST/SpEd process as needing additional support socially, emotionally, behaviorally, and/or academically (Tier 2)

**Strategy/Activity**

After School Programming or Meetings that are Tier 2. Meetings include SSTs, 504s, IEPs and parent conferences. Interventions include Groups, enrichment Courses, and Staff/Student support check in/checkout plans and opportunities (including Culinary, Ethnic Studies, Art & Culture, etc). Expenditures will include teacher extended day and classified overtime pay, materials and supplies, and food/snacks

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Attendance of students in after school groups  
Calendar of Tier 2 meetings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
250.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

750.00
1,000.00

0500 - Supplemental 1112 - Teacher Extended Day
0500 - Supplemental 4316 – Food – Ind-District Meetings

**Strategy/Activity 5**

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

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

Students identified through the MTSS process as being in highest need of support in one or more of the following areas--social, emotional, behavioral or academic

**Strategy/Activity**

Tier 3 Intervention Program “Connections” to support students who need wrap-around support. Expenditures support the additional teacher extended time pay (meetings with Admin as well as co-planning time weekly), materials and supplies and food/snack recognition and rewards.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Academic, Attendance and Behavioral Data of students in the Connections / Tier 3 program

**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)
250.00	
250.00	

0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
0500 - Supplemental 4316 – Food – Ind-District Meetings

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students (Tier 1)

### Strategy/Activity

School Events (including Student Led Conferences, Orientation, Showcase, Incoming Cougar Night, Back to School, Celebratory Community Events/Days and any other community focused after school and evening opportunities. In addition to the school wide events, SRMS will host monthly Character and Community building and quarterly CRSH focus for all students through homeroom lessons, activities, rallies, dances, field days, and more. Expenditures will include teacher and classified extended day pay, other services/consultants, materials & supplies, and snacks/food that coincide with events

### Monitoring Effectiveness

#### How will this activity be monitored during the year?

Parent/Guardian and student attendance at School Events  
Surveys from those who attend  
Panorama and Youth Truth Survey data

### 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)
2,000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
4,000	0500 - Supplemental 1112 - Teacher Extended Day
2,000	0500 - Supplemental 4316 – Food – Ind-District Meetings

2,000

0500 - Supplemental  
5800 – Other Services (Consultants; Field Trip Admissions, etc)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students (Tier 1)

#### Strategy/Activity

Field trip opportunities for students in afterschool programs and tier 2 and 3 intervention support groups as well as who earn rewards based on growth or achievement in attendance, behavior/engagement or academic areas

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Field trip attendance lists to monitor the total percentage of students participating in field trips

#### 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)

100.00

0500 - Supplemental  
1122 - Teacher Release Time

100.00

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

100.00

0500 - Supplemental  
4316 – Food – Ind-District Meetings

100.00

0500 - Supplemental  
2413 - Clerical Extra Duty / Overtime

100.00

0500 - Supplemental  
5832 - Field Trip Transportation

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Overall, the implementation of strategies and activities for Goal 2 was effective or the outcome is still pending. Early data from semester 1 of Behavioral / Referral Data and Suspension Data showed significant decreases. Preliminary Chronic Attendance data is showing significant declines. After School group attendance doubled and the first semester of Connections showed positive results.

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

There were not major differences between the intended implementation and funding to implement Goal 2 strategies and activities.

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.

Changes for the 24-25 school year include:

- -Strategy 2 around the instructional focus on Culturally Relevant Pedagogy. This strategy/activity is aligned to the new Tier 1 SRCS and SRMS initiatives/focuses.

# Goals, Strategies/Activities, and Expenditures

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

## LEA/LCAP Goal

SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.

In order to best serve our students, families, and our broader community, it is imperative that we have growth-minded professionals and positive learning environments where everyone understands their value and contribution. Given that our Mission, Vision, and Priorities focus on helping students become life-ready learners with habits that will allow them to be successful and happy in a complex and ever changing world, our educators must be equipped to use the current tools and training to support and model for students what we value academically and socially. The ability to collaborate and create communities of practice makes us stronger as educators, but also models expectations for students. In order to feel safe, comfortable, and ready to teach and learn, it is essential that our schools are clean and safe, and that they include flexible learning environments to meet a variety of teacher and student needs.

## Goal 3

SRMS will support student learning by:

ensuring that educators in the learning environment of the school are provided regular, relevant, and impactful professional learning. Providing meaningful professional development for SRMS Faculty and Staff to ensure that teachers and students have access to effective learning spaces that are well resourced, supported and 21st century learning ready  
providing regular opportunities to provide outreach to, engage with, learn from, learn with and work alongside SRMS parents, guardians and families  
building collaborative and strong partnerships with outside, community based organizations, services, and resources to effectively engage and educate students.

## Identified Need

Faculty and Staff need opportunities to learn and grow in the areas of Tier 1 instruction, Culturally and Community Relevant Pedagogy, and Monitoring Student Progress for Success.

Additionally, Faculty and Staff need technical training to assist in their daily work with Google and Aeries

Parents / Guardians need opportunities to understand adolescence, social emotional growth and development, the K-12 school system and College and Career Success.

Robust methods of communication, including mail, need to be available for equity purposes with parent / guardians

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas and presentations for professional learning opportunities	File of 23-24 Agendas and Presentations	Additional 24-25 Agendas and Presentations
Faculty & Staff Feedback via Surveys and Committee/Meeting feedback	23-24 feedback	Increased feedback and indication of learning and value from faculty after each session and at the culmination of the year
Attendance at parent / community meetings and workshops	23-24 Attendance Data	Increase in parent attendance at meetings and workshops
List of Community Resources Partnered with during the year and services provided	N/A	List of Community Resources Partnered with during the year and services provided

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 (Tier 1)

#### Strategy/Activity

Faculty Professional Learning- Professional Development opportunities during dedicated professional learning time, early release days, staff meetings, and paid extended days will focus on Culturally and Community Relevant, Sustaining and Humanizing Pedagogy to life at SRMS. Expenditures for extended day time and release time/substitutes to support teachers outside and during their contracted day. Additional funding is secured for consultants and food for staff during training. Finally, expenditures on books to support staff learning and growth.

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Start of the Year, Monthly, and January Professional Development agendas and presentations  
 Teacher 1:1 check-ins throughout the year  
 Quarterly Instructional Rounds

**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)
1000.00	4200 - Books - Other than Textbooks
500.00	4300 – Materials/Supplies (Consumables, snacks for parent meetings)
500.00	4316 – Food – Ind-District Meetings

**Strategy/Activity 2**

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

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

All Students (Tier 1)

**Strategy/Activity**

Faculty Professional Learning- Professional Development opportunities during dedicated professional learning time, early release days, staff meetings, and paid extended days will center around Speaking, Listening, Reading and Writing as the teaching and learning focus at SRMS. Expenditures for extended day time and release time/substitutes to support teachers outside and during their contracted day. Additional funding is secured for consultants and food for staff during training. Finally, expenditures on books to support staff learning and growth.

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Start of the Year, Monthly, and January Professional Development agendas and presentations  
Teacher 1:1 check-ins throughout the year  
Quarterly Instructional Rounds

**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)
1,000	4200 - Books - Other than Textbooks
500.00	4300 – Materials/Supplies (Consumables, snacks for parent meetings)
500.00	4316 – Food – Ind-District Meetings

**Strategy/Activity 3**

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

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

All Students (Tier 1)

**Strategy/Activity**

Classified extra/over time for professional development related learning opportunities and training, as well as materials and supplies, and snacks/refreshments

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Attendance at quarterly Classified 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)

400.00

0500 - Supplemental  
4316 – Food – Ind-District Meetings

**Strategy/Activity 4**

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

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

All Students (Tier 1)

Strategy/Activity

Parent Learning Events, Meetings, & Workshops including expenditures on materials and supplies, and Food/Refreshments

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Parent / Guardian attendance at ELAC, PFSO, and Parent Workshops in 24-25

**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)

936.77

3010 - Title I  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

1,000.00

3010 - Title I  
4316 – Food – Ind-District Meetings

**Strategy/Activity 5**

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

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

All Students (Tier 1)

Strategy/Activity

Communication to Parents, Guardians & Families, including postage

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Recordings of mailers sent during the 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)

Source(s)

1,000.00

0500 - Supplemental  
5901 - Postage

**Strategy/Activity 6**

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

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

All Students (Tier 1)

Strategy/Activity

Conferences, including travel, and related professional development opportunities for faculty and staff learning

**Monitoring Effectiveness**

**How will this activity be monitored during the year?**

Report out after conference or training attendance to Admin.

**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)

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

The overall implementation of Goal 3 was effective overall. SRMS held 2 full day and 6 monthly professional development. Faculty and Staff's feedback was positive about the experiences, and they voted to continue to modify our schedule to have professional development in the coming year (24-25).

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

There are not any major differences between the intended implementation and/or budget expenditures to implement strategies or activities in Goal 3.

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.

Changes for the 24-25 school year include:

- -Strategy 1 and 2 which addresses the Tier 1 strategies and Culturally Refocuses for SRCS and SRMS for this coming year
- -Strategy 3 which focuses on also training and development of Classified staff

# 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	\$140,470.27
Total Federal Funds Provided to the School from the LEA for Title I	\$

## 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 (\$)
3010 - Title I	\$55,188.03

Subtotal of additional federal funds included for this school: \$55,188.03

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 (\$)
	\$4,000.00
0500 - Supplemental	\$81,282.24

Subtotal of state or local funds included for this school: \$85,282.24

Total of federal, state, and/or local funds for this school: \$140,470.27

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

	4,000.00
0500 - Supplemental	81,282.24
3010 - Title I	55,188.03

## Expenditures by Budget Reference

Budget Reference

Amount

1112 - Teacher Extended Day	12,750.00
1122 - Teacher Release Time	100.00
1xxx – FTE Certificated Salaries	53,295.05
2413 - Clerical Extra Duty / Overtime	1,100.00
3000 – Certificated FTE Benefits	23,714.92
4200 - Books - Other than Textbooks	4,800.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	23,736.77
4311 - Instructional Materials (Non-Consumables)	1,500.00

4312 - Software	4,100.00
4316 – Food – Ind-District Meetings	9,150.00
4412 - Hardware (under \$5,000)	1,000.00
5215 - Staff Travel & Conferences	123.53
5800 – Other Services (Consultants; Field Trip Admissions, etc)	4,000.00
5832 - Field Trip Transportation	100.00
5901 - Postage	1,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4200 - Books - Other than Textbooks		2,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)		1,000.00
4316 – Food – Ind-District Meetings		1,000.00
1112 - Teacher Extended Day	0500 - Supplemental	12,750.00
1122 - Teacher Release Time	0500 - Supplemental	100.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	16,930.05
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	1,100.00
3000 – Certificated FTE Benefits	0500 - Supplemental	6,828.66
4200 - Books - Other than Textbooks	0500 - Supplemental	2,800.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	21,800.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	1,500.00

4312 - Software	0500 - Supplemental	4,100.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	7,150.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	1,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	123.53
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	4,000.00
5832 - Field Trip Transportation	0500 - Supplemental	100.00
5901 - Postage	0500 - Supplemental	1,000.00
1xxx – FTE Certificated Salaries	3010 - Title I	36,365.00
3000 – Certificated FTE Benefits	3010 - Title I	16,886.26
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	936.77
4316 – Food – Ind-District Meetings	3010 - Title I	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,251.26
Goal 2	49,758.71
Goal 3	7,460.30

# 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
- 5 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Sarah J. O'Connor, Ed.D.	Principal
Jackie Crow	Classroom Teacher
Monica Franey	Classroom Teacher
Kelly Kiech	Classroom Teacher
Will Lyon	Parent or Community Member
Stacy Keegan	Parent or Community Member
Brooke Wilcox	Other School Staff
Maria Martinez	Other School Staff
Grace Robinson	Secondary Student
Katie Lauren Dunbar	Classroom Teacher
Mikaela Woodbury	Classroom Teacher
Amelia McCoy	Secondary Student
Jeriah Okhuoya	Secondary Student

Isabel Hung	Secondary Student
Amalia Arzola	

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**

See Signature Attached

English Learner Advisory Committee

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 May 1, 2024.

Attested:



See Signature Attached

Principal, Sarah O'Connor on 6/12/2024

SSC Chairperson, on 6/12/2024

# 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/Activities, and 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](mailto: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](mailto: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](mailto: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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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](mailto: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/guidanceuseinvestment.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/guidanceuseinvestment.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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