

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
Rincon Valley Middle	49709206060271	May 28, 2024 due date	June 26, 2024 due date

**Contact Person:** Daryl Coryell  
**Position:** Principal  
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## 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)

Additional Targeted Support and Improvement

The purpose of this plan is to provide additional targeted support to specific sub-groups who are not meeting standards on the site selected metrics

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 RVMS plan has set goals for improved academic achievement and for an improved school culture and climate for the Rincon Valley Middle School student body. Metrics have been selected to measure progress towards the goals by comparing new data with established baselines, and this plan will outline strategies to help RVMS reach the goals.

The plan includes additional targeted support and improvement strategies to address achievement gaps, improve attendance, and reduce suspension rates in the following subgroups:

English Learners

Hispanic

Students with Disabilities

Socio-Economically Disadvantaged Students

These strategies include but are not limited to increased funding for diagnostic assessments, academic support, and for books, materials, and supplies to support the targeted subgroups

Rincon Valley Middle School Mission Statement:

"We promote academic excellence, social responsibility, physical fitness, and an appreciation of the Arts for all students. Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world."

Rincon Valley Middle School is part of the Santa Rosa City Schools secondary district. The RVMS campus was built in 1966. It is situated in a beautiful residential neighborhood in North East Santa Rosa. Rincon Valley Middle School serves students in grades 7 and 8. For the 23/24 school year enrollment fluctuated between 780 - 800 students throughout the school year. RVMS students are served by 37 classroom teachers and multiple support staff. New positions were added and many existing positions increased or expanded job responsibilities this year to help RVMS move towards the goals outlined in this plan.

We strive to facilitate open communication, trust, and an effective working relationship among all of our educational partners. It is with great intention that the faculty and staff at Rincon Valley Middle School work to foster a positive community, promote a sense of empowerment, pride, and responsibility in order to collectively maintain a cohesive and inviting school environment for learning. The RVMS SPSA goals are also in alignment with the SRCS LCAP 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**

Rincon Valley Middle School involves as many educational partners as possible. The process includes regular meetings with the following groups:

Principal's Advisory Council, Staff, Site Council, STPC, and ELAC.

In collaboration with educational partners, RVMS analyzes data and discusses the needs of the school and how to best meet those needs. RVMS invites and values educational partner input and feedback and wants to ensure equity for all in our goals.

#### PAC Meetings

8/2/2023

9/6/2023

10/4/2023

11/1/2023

12/6/2023

1/10/2024

2/7/2024

3/6/2024

4/3/2024

5/1/2024

#### Staff Meetings

8/23/2023

9/20/2023

10/18/2023

11/15/2023

12/20/2023

1/24/2024

2/21/2024

3/27/2024

4/17/2024

5/15/2024

#### School Site Council Meetings

8/30/2023

9/27/2023

10/25/2023

11/29/2023

1/31/2024

2/28/2024

3/26/2024

4/24/2024

5/22/2024 - SPSA Vote/Approved

Link to Running Site Council Agenda/Minutes  
Agendas/Minutes  
School Plan for Student Achievement (SPSA) Page 4 of 72 Rincon Valley Middle

#### ELAC

9/8/2023 - Prior to BTSN

10/16/2023

12/18/2023

1/22/2024

2/26/2024

4/23/2024

5/20/24

#### STPC

8/23/2023

9/6/2023

10/4/2023

11/1/2023

12/6/2023

2/7/2024

3/6/2024

4/3/2024

5/1/2024

## Resource Inequities – Required for CSI / ATSI

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

Resource inequities identified:

For English Learners - RVMS did not have any Newcomer classes in the Master Schedule at the beginning of the 22/23 school year. One Newcomer ELA class was added in the Spring of 2023. This class was built into the Master Schedule for the 23/24 school year and a Newcomer ALD class was also added. Additional funds will continue to be allocated for books, materials, and supplies for these two classes as enrollment continues to increase.

For Hispanic Students - The Family Engagement Facilitator position was increased to full time for the 23/24 school year and the position will continue into the 24/25 school year.

For Students with Disabilities - RVMS had two vacancies for Special Education Instructional Assistants for the entire 22/23 school year. Subs were utilized when available, but often these assignments went unfilled. For the 23/24 school year, RVMS hired 2 Special Education Instructional Assistants and added a RISE class to the master schedule to serve students with mild to moderate Autism. The Rise class brought to the site, a new teacher and 3 new aides. RVMS now has 7 full time SPED IAs. For the 24/25 school year, the plan is to continue to offer the RISE program and to retain our newly acquired staff who support students in the Special Education Program.

Also, RVMS was without a dedicated school psychologist from October 2022 through the end of the school year. A new school psychologist was assigned to RVMS at the beginning 23/24 school year and plans to continue on into the 24/25 school year. RVMS also did not have a MTSS counselor until the middle of the 23/2 school year.

For Socio - Economically Disadvantaged Students - RVMS will increase funds allocated to continue to provide free academic support for students before and after school with credentialed teachers.

## 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.

Areas identified that need significant improvement include:

1. Academic Growth and Progress in English Language Arts, math, and science in the following subgroups: EL, Hispanic, SED, SWD, and White. The plan addresses this area of need with additional supports added for Newcomer ELs, free academic support available before and after school, retaining staff who support students with disabilities, and continued collaboration with our parents. RVMS has also changed the testing schedule to allow for all students to test in the morning, and RVMS has provided new student incentives for positive engagement with the test.

2. Reduced Suspension Rates and Approved Attendance for the following subgroups: EL, Hispanic, SED, Two or More Races, and SWD. The plan to address these areas of need is to continue to develop multi-tiered systems of support with a dedicated groups of teachers, support staff, and administration through a guiding coalition. RVMS will also continue to utilize the additional support staff and mental health services that have been allocated to all sites through the district LCAP, and RVMS will continue to build capacity among teachers to engage students with key teaching practices such as the instructional strategies outlined in Building Thinking Classrooms by Peter Liljedahl.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.25%	0.89%	1	2	7
African American	2.1%	1.75%	0.89%	17	14	7
Asian	9.0%	8.35%	6.87%	72	67	54
Filipino	1.0%	1.75%	1.65%	8	14	13
Hispanic/Latino	26.9%	27.81%	28.63%	215	223	225
Pacific Islander	0.5%	0.87%	0.25%	4	7	2
White	52.0%	50.62%	52.16%	415	406	410
Multiple/No Response	8.3%	8.23%	8.52%	66	66	67
<b>Total Enrollment</b>				798	802	786

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	428	369	413
Grade 8	370	433	373
<b>Total Enrollment</b>	798	802	786

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	35	33	39	4.4%	4.1%	5.0%
Fluent English Proficient (FEP)	167	163	142	20.9%	20.3%	18.1%
Reclassified Fluent English Proficient (RFEP)	3	124	108	8.6%	79.0%	73.5%

# 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
786	31.2	5	0.4
Total Number of Students enrolled in Rincon Valley Middle.	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	39	5
Foster Youth	3	0.4
Homeless	6	0.8
Socioeconomically Disadvantaged	245	31.2
Students with Disabilities	78	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian	7	0.9
Asian	54	6.9
Filipino	13	1.7
Hispanic	225	28.6
Two or More Races	67	8.5
Pacific Islander	2	0.3
White	410	52.2

### Conclusions based on this data:

- Rincon Valley Middle School has remained consistent with enrollment over the last three year period, fluctuating somewhere between 780 and just above 800. RVMS also continues to receive many requests for intra-district and

inter-district transfers. The number of requests is so large that the capacity of the school cannot accommodate all requests, indicating that RVMS remains a desired school of choice by many families throughout Santa Rosa.

The number of EL students redesigned in the last two years as been in the 70 percentile. While this is a good number, RVMS would like to increase that number in the next three years to 85% or higher.

The number of students identified as Socio-economically disadvantaged has increased in the last three years indicating the need for more free accessible academic and mental health supports for students.

2. Professional development for teachers and staff in inclusion, diversity, and equity will be a priority in the coming school year as demographics begin to shift in our area.

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. ELA Scores from 2018 - 2019 - 68.85% of RVMS Students Met or Exceeded the Standard  
ELA Scores from 2021 - 2022 - 52.42% of RVMS Students Met or Exceeded the Standard  
ELA Scores from 2022 - 2023 - 46.87% of RVMS Students Met or Exceeded the Standard - RVMS is near the California state average at 46.66% of students who met or exceeded the standard  
RVMS declined in academic performance on the CAASPP ELA assessment by 21.98% since returning from distance learning.

The goal in this next three year plan is to reverse the downward trend in ELA scores and return to or exceed the same student outcomes achieved before the Pandemic.

2. Math Scores from 2018 - 2019 - 61.29% of RVMS Students Met or Exceeded the Standard  
Math Scores from 2021 - 2022 - 44.52% of RVMS Students Met or Exceeded the Standard  
Math Scores from 2022 - 2023 - 37.34% of RVMS Students Met or Exceeded the Standard - RVMS is slightly above the California state average at 34.62% of students who met or exceeded the standard  
RVMS declined in academic performance on the CAASPP Math assessment by 23.95% since returning from distance learning.  
The goal in this next three year plan is to reverse the downward trend in math scores and return to or exceed the same student outcomes achieved before the Pandemic.

3. Science Scores from 2018 - 2019 - 55.09% of RVMS Students Met or Exceeded the Standard  
Science Scores from 2021 - 2022 - 42.32% of RVMS Students Met or Exceeded the Standard  
Science Scores from 2022 - 2023 - 37.29% of RVMS Students Met or Exceeded the Standard - RVMS is slightly above the California state average at 30.18% of students who met or exceeded the standard  
RVMS declined in academic performance on the CAASPP Science assessment by 17.19% since returning from distance learning.  
The goal in this next three year plan is to reverse the downward trend in science scores and return to or exceed the same student outcomes achieved before the Pandemic.

# School and Student Performance Data

## Academic Performance English Language Arts

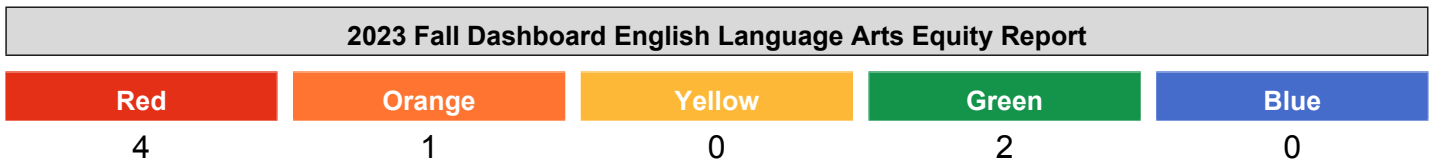
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Orange</p> <p>18.5 points below standard</p> <p>Decreased -10.5 points</p> <p>729 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>128.8 points below standard</p> <p>Decreased Significantly -42.4 points</p> <p>64 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>79.3 points below standard</p> <p>Decreased Significantly -18.2 points</p> <p>246 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>166.9 points below standard</p> <p>Decreased Significantly -35.6 points</p> <p>74 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  6 Students	 Green 79.7 points above standard Decreased Significantly - 21.3 points 54 Students	65.6 points above standard Increased Significantly +37.5 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 71.3 points below standard Decreased Significantly - 19.1 points 209 Students	 Green 3.5 points below standard Increased +5.2 points 64 Students	Less than 11 Students  1 Student	 Orange 9.4 points below standard Decreased -8 points 380 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
179.3 points below standard Decreased Significantly -22.6 points  30 Students	84.2 points below standard Decreased Significantly -23.8 points  34 Students	11.3 points below standard Decreased -7.7 points  560 Students

**Conclusions based on this data:**

- English Learners and Hispanic Students will need targeted strategies for support in the SPSA for the 2024/25 school year.
- Students with Disabilities will need targeted strategies for support in the SPSA for the 2024/2025 school year.
- Socioeconomically Disadvantaged Students will also need targeted strategies for support in the SPSA for the 2024/25 school year.

# School and Student Performance Data

## Academic Performance Mathematics

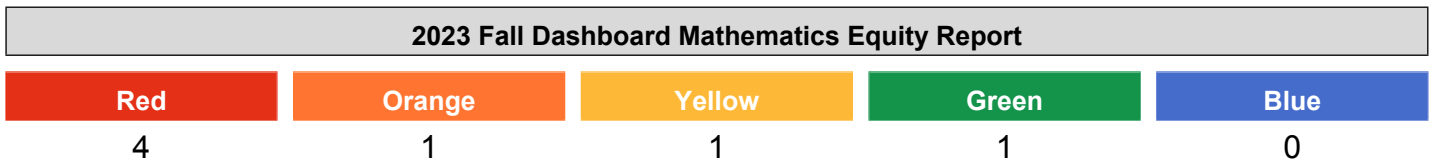
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This section provides number of student groups in each level.



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>Orange</p> <p>53.6 points below standard</p> <p>Decreased -5.7 points</p> <p>728 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>164.8 points below standard</p> <p>Decreased -6.8 points</p> <p>62 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>123.5 points below standard</p> <p>Decreased -13.2 points</p> <p>246 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>186.1 points below standard</p> <p>Decreased Significantly -19 points</p> <p>74 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  6 Students	 Green 82.6 points above standard Decreased Significantly - 17.4 points 54 Students	11 points above standard Increased Significantly +52.4 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 115.2 points below standard Decreased -3.7 points 208 Students	 Yellow 35.3 points below standard Increased +13.3 points 64 Students	Less than 11 Students  1 Student	 Orange 41.7 points below standard Maintained -2.7 points 375 Students

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

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

Current English Learner	Reclassified English Learners	English Only
223 points below standard Increased Significantly +18 points 29 Students	120.5 points below standard Increased +4.3 points 34 Students	45.7 points below standard Maintained -2.8 points 556 Students

#### Conclusions based on this data:

1. English Learners and Hispanic Students will need targeted strategies for support in the SPSA for the 2024/25 school year.
2. Students with disabilities will need targeted strategies for support in the SPSA for the 2024/25 school year.
3. Socio-economically disadvantaged students will need targeted strategies for support in the SPSA for the 2024/25 school year.

# 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	
<b>English Learner Progress</b>	
51.4% making progress towards English language proficiency	
Number of EL Students: 37 Students	
Performance Level: 3	

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
9	9	0	19

### Conclusions based on this data:

1. Rincon Valley Middle school was successful in testing all of our EL students with the ELPAC again in the 22/23 school year.
2. 51% Progressed 24% Maintained and 24% Decreased
3. Not all students are making progress - a focused needs assessment in the 24/25 school year will determine why some scores are stagnant or declining. Increase to full time FEF with expanded job responsibilities may help to improve progress.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

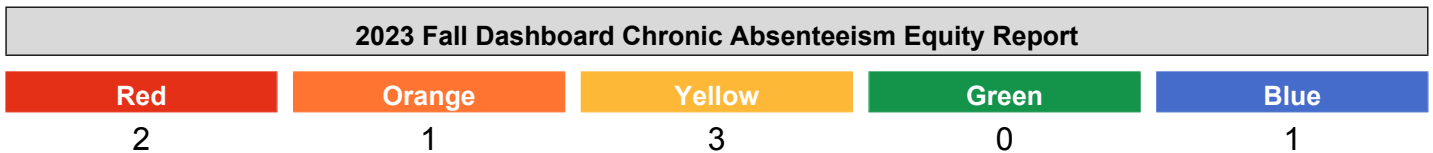
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This section provides number of student groups in each level.



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>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined -0.8</p> <p>800 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>31.8% Chronically Absent</p> <p>Declined -8.7</p> <p>44 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>31.8% Chronically Absent</p> <p>Declined Significantly -3.8</p> <p>283 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>40.7% Chronically Absent</p> <p>Increased 1.2</p> <p>86 Students</p>

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  7 Students	Less than 11 Students  7 Students	 Blue 1.8% Chronically Absent Declined -1.2  55 Students	15.4% Chronically Absent Declined -6  13 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 29.4% Chronically Absent Declined Significantly -3.7  235 Students	 Yellow 17.6% Chronically Absent Declined -8.7  68 Students	Less than 11 Students  2 Students	 Red 21.5% Chronically Absent Increased 0.9  413 Students

**Conclusions based on this data:**

1. SWD are in the greatest need of additional targeted supports to improve attendance. 40.7% are chronically absent.
2. EL and SED are also in need of supports both at 31.8% identified as chronically absent
3. Hispanic and White students are also identified as in need of supports - Hispanic at 29.4% and White at 21.5%

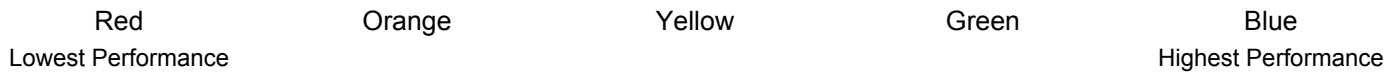
# School and Student Performance Data

## Academic Engagement Graduation Rate

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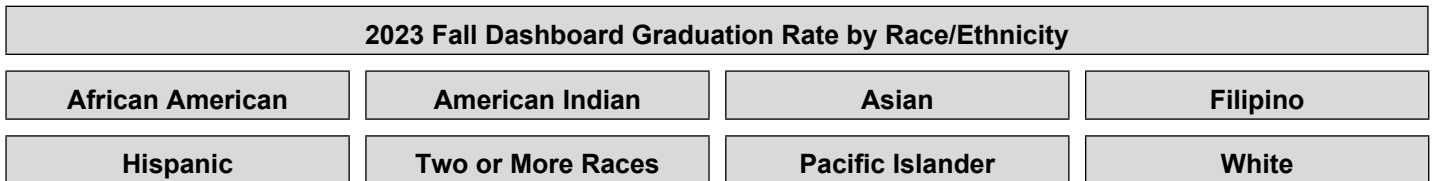
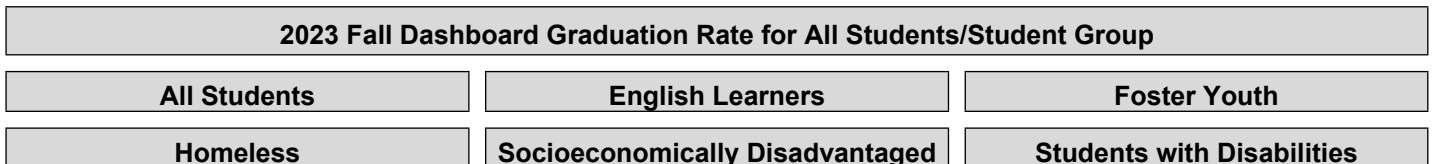
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This section provides number of student groups in each level.



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. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

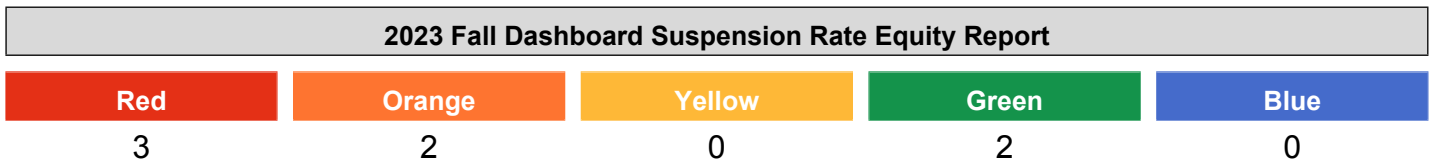
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p><b>All Students</b></p> <p>Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 1.2 804 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>15.9% suspended at least one day</p> <p>Increased 4.5 44 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>16.5% suspended at least one day</p> <p>Increased 3.9 285 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>20.7% suspended at least one day</p> <p>Declined -5.2 87 Students</p>

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Green</p> <p>3.6% suspended at least one day</p> <p>Declined -2.2 55 Students</p>	<p>7.7% suspended at least one day</p> <p>Increased 0.5 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>13.1% suspended at least one day</p> <p>Increased Significantly 4.1 236 Students</p>	<p align="center"> Orange</p> <p>8.8% suspended at least one day</p> <p>Increased 6.1 68 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Green</p> <p>7.7% suspended at least one day</p> <p>Declined -0.5 416 Students</p>

**Conclusions based on this data:**

1. EL, Hispanic, and SED are this identified subgroups with the highest need for support to lower incidents of suspension
2. SED and Students that are two or more races are also in need of supports to lower incidents of suspension
3. Increased Academic Counseling, FEF, SBT, and Restorative services will work to support this goal.

# 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	424	370	410	0	347	388	0	343	387	0.0	93.8	94.6
Grade 8	354	424	368	0	388	350	0	382	349	0.0	91.5	95.1
All Grades	778	794	778	0	735	738	0	725	736	0.0	92.6	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		2560.	2536.		22.45	19.38		33.82	27.91		23.32	19.64		20.41	33.07
Grade 8		2563.	2542.		19.37	16.62		29.58	29.80		24.35	18.91		26.70	34.67
All Grades	N/A	N/A	N/A		20.83	18.07		31.59	28.80		23.86	19.29		23.72	33.83

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		24.93	19.64		59.82	59.43		15.25	20.93
Grade 8		25.13	20.52		52.38	50.29		22.49	29.19
All Grades		25.03	20.05		55.91	55.12		19.05	24.83

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		28.70	21.30		48.22	43.64		23.08	35.06
Grade 8		17.11	17.00		52.11	43.80		30.79	39.19
All Grades		22.56	19.26		50.28	43.72		27.16	37.02

<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>		13.45	14.73		71.93	69.77		14.62	15.50
<b>Grade 8</b>		19.79	18.50		68.87	64.45		11.35	17.05
<b>All Grades</b>		16.78	16.51		70.32	67.26		12.90	16.23

<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>		25.73	20.67		57.89	57.11		16.37	22.22
<b>Grade 8</b>		21.84	16.71		64.21	64.55		13.95	18.73
<b>All Grades</b>		23.68	18.80		61.22	60.63		15.10	20.57

**Conclusions based on this data:**

1. Overall Scores are declining
2. RVMS needs to take a new approach to testing with students
3. New schedules and incentives need to be explored and examined for impact.

# 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	424	370	410	0	321	390	0	319	388	0.0	86.8	95.1
Grade 8	354	424	368	0	379	352	0	375	351	0.0	89.4	95.7
All Grades	778	794	778	0	700	742	0	694	739	0.0	88.2	95.4

\* 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		2563.	2531.		25.71	20.36		26.65	20.10		26.02	25.00		21.63	34.54
Grade 8		2545.	2511.		20.53	20.51		17.33	13.39		23.73	17.38		38.40	48.72
All Grades	N/A	N/A	N/A		22.91	20.43		21.61	16.91		24.78	21.38		30.69	41.27

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		29.75	21.91		47.78	46.13		22.47	31.96
Grade 8		21.51	19.37		45.16	39.60		33.33	41.03
All Grades		25.29	20.70		46.37	43.03		28.34	36.27

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		25.71	19.07		54.55	51.03		19.75	29.90
Grade 8		18.98	18.52		55.08	43.59		25.94	37.89
All Grades		22.08	18.81		54.83	47.50		23.09	33.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.57	21.13		63.32	53.09		14.11	25.77
Grade 8		15.73	15.95		57.87	47.01		26.40	37.04
All Grades		18.88	18.67		60.37	50.20		20.75	31.12

**Conclusions based on this data:**

1. Overall Scores are declining.
2. RVMS needs to take a new approach to testing with students.
3. New schedules and incentives need to be explored for impact.

# 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
786	31.2	9.9	5	0.8	0.4	28.6	52.2	0.9

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
22.6% Chronically Absent	31.8% Chronically Absent	40.7% Chronically Absent	31.8% Chronically Absent			29.4% Chronically Absent	21.5% 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
9.3% suspended at least one day	16.5% suspended at least one day	20.7% suspended at least one day	15.9% suspended at least one day			13.1% suspended at least one day	7.7% 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>
53.6 points below standard	123.5 points below standard	186.1 points below standard	164.8 points below standard			115.2 points below standard	41.7 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>
18.5 points below standard	79.3 points below standard	166.9 points below standard	128.8 points below standard			71.3 points below standard	9.4 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 Goal 1

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 on the areas of English Language Arts and Math.

## Goal 1

RVMS Target Goal 1 - All students will have equitable access to a Common Core-based/NGSS curriculum and to comprehensive instructional strategies which promote and support academic growth towards mastery of grade level standards in all core subject areas. Teachers will have access to professional development opportunities to support pedagogical leadership and innovation.

## Identified Need

Students come to RVMS from many different elementary schools with varying levels of academic knowledge and skills. When students enter the program, there is a need to determine readiness to attain mastery with the new grade level standards and to offer supports where gaps are identified and to determine which supports will be most effective.

From the metric analysis, RVMS recognizes the need for an academic focus on speaking, listening, reading, and writing and mathematics.

RVMS will strive to create academic tasks grounded in these core focus disciplines.

RVMS wants to heighten the focus on the application of knowledge through writing tasks and real world math problems.

RVMS plans to increase academic student talk and engagement by requiring student learning to be expressed in various forms and that students engage in meta-cognitive self reporting.

RVMS will implement common evaluation metrics for norming and providing feedback with rubrics and exemplars.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP Science Grade 8

Expected Outcomes Not Met  
Science data is still not reported on the California State Dashboard, but scores were made available in the Fall

Maintain participation rate at or above 95%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>22/23 School Year Results Report</p> <p>37.29 % of students Met or Exceeded the standard</p> <p>14.64 % Exceeded the standard</p> <p>22.65 % Met the standard</p> <p>46.13 % Nearly Met the standard</p> <p>16.57 % Standard Not Met</p> <p>21/22 School Year Results Report:</p> <p>42.32 % of students Met or Exceeded the standard</p> <p>18.89 % Exceeded the standard</p> <p>23.43 % Met the standard</p> <p>45.84 % Nearly Met the standard</p> <p>11.84 % Standard Not Met</p>	<p>Increase Overall Percentage of students who Meet or Exceeded the Standard to 55.09% or higher for the 24/25 school year</p> <p>Pre Pandemic RVMS had scores reported for the CAST in 2018 - 2019</p> <p>Overall 55.09% of students Met or Exceeded the standard</p>
<p>CAASPP ELA Grades 7 and 8</p>	<p>Expected Outcomes Not Met</p> <p>Participation Rate for ELA CAASPP in 2023 94.9%</p> <p>22/23 School Year Results Report:</p>	<p>Maintain participation rate at or above 95%</p> <p>Increase Overall Percentage of students who Met or Exceeded the Standard to</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>46.87% of students Met or Exceeded the standard</p> <p>18.07% Exceeded the standard</p> <p>28.80% Met the standard</p> <p>19.29% Nearly Met the standard</p> <p>33.83% Standard Not Met</p> <p>21/22 School Year Results Report:</p> <p>52.42% of students Met or Exceeded the standard</p> <p>20.83% Exceeded the standard</p> <p>31.59% Met the standard</p> <p>23.86% Nearly Met the standard</p> <p>23.72% Standard Not Met</p>	<p>68.85% or higher for the 24/25 school year</p> <p>Pre Pandemic RVMS had scores reported for the ELA CAASPP in 2018 - 2019</p> <p>Overall 68.85% of students Met or Exceeded the standard</p>
<p>CAASP Math Grades 7 and 8</p>	<p>Expected Outcomes Not Met Participation Rate for Math CAASPP in 2023 95.4%</p> <p>22/23 School Year Results Report:</p> <p>Overall, 37.34% of students Met or Exceeded the standard</p> <p>20.43 % Exceeded the standard</p>	<p>Maintain participation rate at or above 95%</p> <p>Increase Overall Percentage of students who Met or Exceeded the Standard to 61.29% or higher for the 23/24 school year</p> <p>Pre Pandemic RVMS had scores reported for the Math CAASPP in 2018 - 2019</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>16.91 % Met the standard</p> <p>21.38 % Nearly Met the standard</p> <p>41.27 % Standard Not Met</p> <p>21/22 School Year Results Report:</p> <p>Overall, 44.52% of students Met or Exceeded the standard</p> <p>22.91 % Exceeded the standard</p> <p>21.61 % Met the standard</p> <p>24.78 % Nearly Met the standard</p> <p>30.69 % Standard Not Met</p>	<p>Overall, 61.29% of students Met or Exceeded the standard</p>
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<p>MAP Math</p>	<p>RVMS Discontinued Use of MAP testing in the 23/24 school year. There are no updated scores to report</p> <p>Grade 7:          Blue 17%          Green 17%          Yellow 19%          Orange 28%          Red 19%</p> <p>Grade 8:          Blue 3%          Green 10%          Yellow 29%</p>	<p>No New Outcomes will be set</p> <p>Grade 7: Increase Percentages in Yellow, Green, Blue Bands</p> <p>Grade 8: Increase Percentages in Yellow, Green, Blue Bands</p> <p>Students will make steady progress towards mastery of grade level standards throughout the school year</p>
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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Orange 23%  
Red 35%

Percentile Key:  
Red 1st to 20th  
Orange 21st to 40th  
Yellow 41st to 60th  
Green 61st to 80th  
Blue >80th

MAP Reading

RVMS Discontinued Use of MAP testing in the 23/24 school year. There are no updated scores to report

No New Outcomes will be set

Grade 7: Increase Percentages in Yellow, Green, Blue Bands

Grade 7:  
Blue 7%  
Green 16%  
Yellow 19%  
Orange 21%  
Red 37%

Grade 8: Increase Percentages in Yellow, Green, Blue Bands

Students will make steady progress towards mastery of grade level standards throughout the school year

Grade 8:  
Blue 11%  
Green 15%  
Yellow 22%  
Orange 23%  
Red 29%

Percentile Key:  
Red 1st to 20th  
Orange 21st to 40th  
Yellow 41st to 60th  
Green 61st to 80th  
Blue >80th

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advance Placement Enrollment ELA	<p>Expected Outcomes Exceeded for 23/24 64 students will be enrolled in 7th Advanced ELA for 23/24 (in 2 sections) 79 total were enrolled in 2 sections</p> <p>64 students will be enrolled in 8th Advanced ELA for 23/24 (in 2 sections) 72 total were enrolled 2 sections</p>	<p>RVMS will continue to enroll students in Advanced ELA classes in 24/25 64 or more students will be enrolled in 7th Advanced ELA for 23/24 (in 2 - 3 sections)</p> <p>64 or more students will be enrolled in 8th Advanced ELA for 23/24 (in 2 - 3 sections)</p> <p>Students who do not make the cut off score on the placement test can waive into the class after recommended academic counseling.</p>
Advance Placement Enrollment Math	<p>Expected Outcomes Exceeded for 23/24 64 students will be enrolled in 7th Advanced Math for 23/24 (in 2 sections) 78 students were enrolled in two sections</p> <p>64 students will be enrolled in 8th Advanced Math 1 for 23/24 (in 2 sections) 69 students were enrolled in 2 sections</p>	<p>RVMS will continue to enroll students in Advanced math classes in 24/25 64 or more students will be enrolled in 7th Advanced math for 23/24 (in 2 - 3 sections)</p> <p>64 or more students will be enrolled in 8th Advanced math for 23/24 (in 2 - 3 sections)</p> <p>Students who do not make the cut off score on the placement test can waive into the class after recommended academic counseling.</p>
English Learner Progress Indicators	<p>Expected Outcomes Not Met</p> <p>75% will make progress towards English language proficiency</p> <p>61.1 % Progressed at Lease one ELPI level</p>	<p>Expected Outcomes</p> <p>75% will make progress towards English language proficiency</p> <p>Number of EL Students: 39 or more</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	22.2 % Maintained ELPI level 4 16.7 % Decreased at Least one ELPI level Number of EL Students: 39	

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Advance Placement Testing in English and Mathematics

#### Monitoring Effectiveness

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

Grade data will demonstrate appropriate or inappropriate placement in class levels. Student schedules will be changed and or supports offered in response to data that demonstrates that a student is inappropriately placed. RVMS wants students to be challenged but not overwhelmed in classes.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

4000.00

0500 - Supplemental  
 1112 - Teacher Extended Day  
 Advanced Placement/Diagnostic Testing  
 25 hours prep and proctor ELA and Math incoming 7th grade  
 7 hours prep and proctor math 7th to 8th grade

	14 hours ELA Scoring incoming 7th grade + increase 8 hours for proctoring and scoring 7th to 8th grade ELA New total = 54 hours for 24/25 school year
1176.4	0500 - Supplemental 3xxx – Benefits Driven Costs

## Strategy/Activity 2

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

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

All students/Prioritizing the SED subgroup and SWD subgroup

### Strategy/Activity

After/before school academic support

### Monitoring Effectiveness

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

Data monitoring Sheets will be used to determine effectiveness of the program. Link to data tracker

### 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)
8500.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher hourly rate for tutoring; Math Counts - Student Support
2499.85	0500 - Supplemental 3xxx – Benefits Driven Costs

## Strategy/Activity 3

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

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

English Learners

**Strategy/Activity**

New - Newcomer ELA Class and Newcomer ALD and EL ALD Class Instructional Materials and Supplies

**Monitoring Effectiveness**

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

English Learner Progress - ELPAC scores/Number of RFEPS/Grade 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)

1,000.00

0500 - Supplemental  
4311 - Instructional Materials (Non-Consumables)  
New - Newcomer ELA Class and Newcomer ALD Class  
Instructional Materials and Supplies

1000.00

0500 - Supplemental  
4200 - Books - Other than Textbooks  
Newcomer - books

**Strategy/Activity 4**

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

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

Prioritizing EL, SWD, SED subgroups

**Strategy/Activity**

Supplemental instructional materials and supplies

**Monitoring Effectiveness**

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

Escape Requisitions will be used to monitor equity and access for all students to have the needed resources to be academically successful.

**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)

2100.00

0500 - Supplemental  
4311 - Instructional Materials (Non-Consumables)  
Department Supplies and Materials

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Additional .15 FTE Certificated Academic Counselor: Small group supports for students who need additional academic support

**Monitoring Effectiveness**

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

Grade Data will be used to monitor academic achievement with the assumption that having additional counselor support will impact student growth positively.

**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)

12526.75

0500 - Supplemental  
1000-1999: Certificated Personnel Salaries  
.15 FTE Certificated Counselor

4084.20

0500 - Supplemental

3xxx – Benefits  
Total Benefits

### Strategy/Activity 6

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

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

All Students

#### Strategy/Activity

Teacher Release Days/Professional Development/Travel/Conferences

#### Monitoring Effectiveness

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

Frontline/Staff Meeting Agendas with Teacher Reports and 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)

4200.00

0500 - Supplemental  
1122 - Teacher Release Time  
Teacher Release Days/Professional Development - Instructional Rounds

2224.00

0500 - Supplemental  
1112 - Teacher Extended Day  
Guiding Coalition/RSR

1889.30

0500 - Supplemental  
3000 - Benefits / Driven Costs

3000.00

0500 - Supplemental  
5215 - Staff Travel & Conferences

# 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.

Strategy 1- Advanced Placement Testing is held in the Spring each year to determine enrollment for the following year. For the 23/24 school year, enrollment in advanced both advance ELA and advanced Math increased.

Strategy 2 - Academic support was offered before and after school this year by credentialed RVMS teachers. Students who utilized this support were able to maintain grades at or above a 2.0. RVMS needs to encourage more students to utilize this support.

Strategy 3 - Since the implementation of the newcomer program at RVMS, there has been increased enrollment in the program. Since we are only a year into implementation, next year's data will determine the effectiveness of the program.

Strategy 4 - Departments continue to provide additional materials and supplies to students in identified subgroups that need additional support.

Strategy 5 - The additional FTE for the RVMS academic counselor allowed for RVMS to have two full time counselors to serve the student body and to ensure on-going academic support throughout the school year. Effectiveness is determined through our Panorama data and the results for supportive relationships.

Strategy 6 - Two teachers took release days for lesson study professional development in mathematics. One teacher went to ASCA Virtual Conference, One to CASMEC, and one teacher went to the math counts state competition. Total cost \$1353.91

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

Strategy 1 - No major differences

Strategy 2 - Increased amount by 4550 (funds moved from goal 3) to fund additional academic support before school. Also 859.49 was moved from Goal 1 strategy 6 to support the math counts after school club expenses.

Strategy 3 - Increased amount by 906.50 (funds moved from Goal 3) to fund ropes course experience for EL students

Strategy 4 - No major differences

Strategy 5 - No major differences

Strategy 6 - No teachers attended conferences this year. Surplus funds were moved to strategy 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.

No change to the goal

Metrics changes for 24/25:

CAASPP Science Grade 8 will continue

CAASPP ELA Grades 7 & 8 will continue

CAASPP Math Grades 7& 8 will continue

MAP Math discontinued

MAP ELA discontinued

Enrollment Advanced Placement ELA will continue

Enrollment Advanced Placement Math will continue

Strategies Changes for 24/25:

1 Advanced Placement Testing will continue

2 Increased funding for after/before school academic support - Prioritizing the SED subgroup and SWD subgroup

3 Increase funding for supplemental Instructional Materials and Supplies - Newcomer ELA and ALD sections

4 Supplemental Instructional Materials and Supplies - Prioritizing EL, SWD, SED subgroups will continue

5 Additional .15 FTE Academic Counseling will continue

6 Release Time for Professional Development will continue Decrease in funds allocated for travel and conference

# 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

Goal 2: 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.

## Goal 2

Increase student and family engagement to build a stronger school community. Support students through social emotional learning (SEL) opportunities. Create a learning environment where students feel safe, respected, and supported.

## Identified Need

Students need social emotional learning opportunities across the curriculum and social coaching to build and maintain health relationships at school. School wide activities are needed to rebuild a positive culture and climate, engagement, and a sense of belonging. Teachers need to build connections through subject matter content in classrooms. Academic and mental health supports may be needed for students who are not meeting academic and/or social - emotional expectations with only Tier 1 support.

Plans for the 24/25 school year include but are not limited to the following:

Implementation of culturally relevant curriculum - Curriculum diversification for purposeful increase in BIPOC representation  
Ethnic Studies Implementation

Continued professional development with staff on MTSS  
Instructional rounds and lesson studies

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Aeries Report Run 5/1/2024  The Average Daily Attendance for the 23/24 school year was 93.96%	The expected outcome will stay the same  Average Daily Attendance will increase to at or above 95% for the 24/25 school year.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>(Data Collection From 8/16/23 - 5/01/24)</p> <p>The Average Daily Attendance for the 22/23 school year was 92.18%</p> <p>(Data Collection From 8/11/22 - 4/24/23)</p> <p>The Average Daily Attendance for the 21/22 school year was 92.79%</p>	
<p>Discipline Data</p>	<p>22/23 School Year: All Students 9.3% suspended at least one day Outcome not met Suspensions did not decrease by 3% Suspensions increased by 1.2%</p> <p>21/22 School Year: All Students 8.1% suspended at least one day Number of Students: 828</p>	<p>Expected Outcome will stay the same</p> <p>Suspensions will decrease by 3%</p>
<p>Panorama Survey</p>	<p>Spring 2024:</p> <p>Challenging Feelings 61% Classroom Effort 67% Positive Feelings 53% Self-Efficacy 53% Supportive Relationships 78%</p> <p>New Category School Safety 54%</p> <p>Fall 2023:</p> <p>Challenging Feelings 60% Classroom Effort 75%</p>	<p>Expected Outcome</p> <p>Improvements in the following Categories Challenging Feelings 50% Classroom Effort 70% Positive Feelings 60% Self-Efficacy 60% Supportive Relationships 80%</p> <p>New Category School Safety 60% or higher</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Positive Feelings 52%  
 Self-Efficacy 51%  
 Supportive Relationships 78%

Spring 2023:

Challenging Feelings 53%  
 Classroom Effort 65%  
 Positive Feelings 48%  
 Self-Efficacy 45%  
 Supportive Relationships 73%

Fall 2022:

Challenging Feelings 60%  
 Classroom Effort 75%  
 Positive Feelings 52%  
 Self-Efficacy 51%  
 Supportive Relationships 78%

YouthTruth Parent Survey Data

Spring 2024:

Engagement 3.18  
 Relationships 3.47  
 Culture 3.32  
 Communication and Feedback 2.91  
 Resources 3.11  
 School Safety 2.75

Spring 2023:

Engagement 3.43  
 Relationships 3.96  
 Culture 3.76  
 Communication and Feedback 3.54  
 Resources 3.68  
 School Safety 3.6

Spring 2024:

Increase in all categories by  
 Engagement 3.5  
 Relationships 4.0  
 Culture 3.5  
 Communication and Feedback 3.0  
 Resources 3.5  
 School Safety 3.0

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Spring 2022 Engagement 3.18 Relationships 3.68 Culture 3.57 Communication and Feedback 3.03 Resources 3.53 School Safety 3.42</p>	
<p>Parent Participation in STPC Family Giving</p>	<p>23/24 School Year: Parent Participation in STPC has historically been calculated by families who donate funds to STPC through the Family Giving Campaign (FGC).</p> <p>For the 23/24 school year the Goal was to raise \$60,000.00 through FGC and increase participation to 200 or more families.</p> <p>STPC canceled the FGC for 23/24 and joined with the Leadership team on their annual Color Run Fundraising Event and the two groups split the proceeds. 50,000.00 was raised for STPC by the school community through this joint fundraising effort.</p> <p>22/23 School Year: 150 Families will donate to the annual giving campaign and/or volunteered time and/or materials</p> <p>21/22 School Year: 80 Families Donated to the Annual Giving</p>	<p>24/25 School Year: \$60,000.00 will be raised by the STPC</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Campaign and/or volunteered time and/or materials	
Participation in Restorative Services	<p>23/24: RVMS was without a restorative for the majority of the first semester. Data reflected here is from the Spring Semester of 2024</p> <p>76 Individual Tier 2 Interventions 20 Proactive group circles - after school clubs, classroom circle 23 Responsive group circles -detention circles, classroom circles 52 Suspension reduction 16 Suspension diversion 29 Suspension Re-Entry</p> <p>Fall of 22/23: 143 Total Number of Responsive Individual Meetings: Conflict Management, Suspension Diversion, Suspension Re-entry, Inappropriate Behavior, Student/Self-Referral, Check Ins, Follow Ups 2 Proactive Individual: Check Ins, Student/Self Referrals, Support 0 Proactive Group Circles 0 Responsive Group Circles</p>	<p>Expected Outcome is to double Participation in Proactive Restorative</p> <p>Reduce Suspension Reduction, Diversion, and Re-entry by 1/2.</p>

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

**Strategy/Activity 1**

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

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

All students

Strategy/Activity

School information system, website maintenance, and support for parents

**Monitoring Effectiveness**

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

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)

900.00	0500 - Supplemental 1000-1999: Certificated Personnel Salaries Website stipend
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264.69	0500 - Supplemental 3xxx – Benefits
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**Strategy/Activity 2**

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

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

Hispanic/EL/SED/SWD

Strategy/Activity

Additional Targeted Enrichment for identified subgroups

**Monitoring Effectiveness**

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

Attendance/Discipline/Grade 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)

3765.83

0500 - Supplemental  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Small Group Enrichment/Fieldtrips

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

Guest Speakers and Assemblies

**Monitoring Effectiveness**

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

Panorama and Youthtruth survey data/ May also conduct independent site surveys to determine student interest and engagement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500.00

0500 - Supplemental  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Guest Speakers/Keep 500 for 23/24 school year

600.00

0500 - Supplemental  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
School Assemblies/Keep 600.00

## 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.

Strategy 1 - Implemented - Link to Website - The Youth truth survey would indicate that since the transition to the Finals site platform, families feel that there has been less communication and feedback.

Strategy 2 - Side by Side implemented small group counseling for the 1st semester of 23/24. All students who participated benefited from the program. They had improved grades and fewer incidents of discipline while participating in the program. Since additional Restorative Specialist hours were allocated to the site through district LCAP, the MOU with Side by side was not renewed for the Spring semester.

Strategy 3 - RVMS had no guest speakers or assemblies this year.

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

Strategy 1 - No differences

Strategy 2 - No difference

Strategy 3 - RVMS had no assembly or guest speaker expenses this year

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

No changes will be made to this goal for the 24/25 school year.

Metrics will also remain the same for the 24/25 school year

Strategies 1 and 3 will remain the same  
Strategy 2 will change to small group enrichment/field trips for targeted subgroups

# 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

Goal 3: SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student engagement.

## Goal 3

To provide students with safe, clean, flexible learning environments conducive to learning, provide educators with standard equipment and technology.

Priority 1 - Basic Conditions for Learning

## Identified Need

RVMS needs highly qualified teachers and those teachers need standard equipment, technology, materials and supplies to teach efficiently and effectively in the classrooms. RVMS also needs skilled classified staff to ensure the campus is safe and clean, maintaining a comfortable work environment for teachers and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certificated staffing	RVMS was not fully staffed at the beginning of the 23/24 school year. We opened the year with three vacancies 1 full time SPED .4 math .6 history All certificated positions were filled by the end of the 1st quarter.	Expected Outcome was not met for the 23/24 school year.  The Expected Outcome will remain the same for the 24/25 school year - to have all credentialed vacancies filled by the start of the school year with appropriately credentialed, highly qualified teaching personnel.
Classified staffing	RVMS was not fully staffed at the beginning of the 23/24 school year.  We opened with the following vacancies	Retain all classified staff hired in the 23/24 school year or replace any who resigns before the start of the 24/25 school year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Student Advisor  Family Engagement Facilitator  Restorative Specialist  Health Tech  Campus Supervisor  2 SPED Instructional Assistant</p> <p>All positions were filled by the end of the school year except the campus supervisor position.  This went unfilled for the whole 23/24 school year.</p>	<p>Hire a campus security supervisor before the start of the new school year.</p>
FIT Report	<p>For the 23/24 School Year  Overall Rating was 94.91  School Rating was Good  Greatest Area for Growth - Interior Surfaces 71.11  Rating for Interior Surfaces Poor</p> <p>For 22/23 School Year:  Overall Rating was 94.1  School Rating was Good</p>	<p>Maintain Overall Rating at 95% or above in all categories</p>
YouthTruth Survey - Staff	<p>School Safety Survey Results -Data is collected in  January 2024 - 2.9</p> <p>School Safety Survey Results -Data is collected in January 2023  2023 - 3.18 18th Percentile  2022 - 3.14  2021 - 4.12  2020 - 3.76</p>	<p>Expected Outcomes not met for 2024 Survey Results did not reflect an increase the sense of school safety for staff to 3.76 or higher.</p> <p>Expected Outcomes for 2025 Survey Results Remain the same as last year - increase the sense of school safety for staff to 3.76 or higher.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey - Family	<p>School Safety Survey Results -Data is collected in January 2024 - 2.75</p> <p>School Safety Survey Results January 2023 2023 - 4.02 82nd Percentile 2022 - 4.10 2021 - 4.16 2020 - 4.21</p>	<p>Expected Outcomes not met for 2024 Survey Results did not reflect an increase in the sense of school safety for families to 4.21 or higher.</p> <p>Expected Outcomes for 2025 Survey Results Remain the same as last year - increase the sense of school safety for families to 4.21 or higher.</p>

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Provide educators with standard equipment: teacher desk and chair, student desks/tables and chairs, whiteboards

#### Monitoring Effectiveness

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

Classroom/site inventory lists will be used to monitor for equitable access for all students to have optimal academic achievement.

#### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

##### Source(s)

0

0500 - Supplemental  
4412 - Hardware (under \$5,000)

	desks/tables - Bond funded for 24/25
0	0500 - Supplemental 4412 - Hardware (under \$5,000) chairs - bond funded for 24/25
1,000.06	0500 - Supplemental 4412 - Hardware (under \$5,000) Other replacement items such as whiteboards/screens/blinds/etc.

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Provide educators with standard technology - desktop/laptop/lpad/printer/Monitor/Apple TV (projector, doc cam, and screen upon request), Go Guardian , 1 - 5 student chrome books, chargers, headphones. Absolutely necessary to make sure that students are on task and accessing appropriate curricular materials. Also, could prevent lawsuits and safety issues due to inappropriate behavior on their district provided device.

### Monitoring Effectiveness

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

Site inventory and Go Guardian Data: The Go Guardian program will be used to monitor access to information and success within the classroom.

### 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)
4377.00	0500 - Supplemental 4312 - Software Go Guardian 4377.00
3000.00	0500 - Supplemental 4312 - Software

2000.00

other software programs to support target subgroups
0500 - Supplemental 4412 - Hardware (under \$5,000) Chromebooks/chargers/ headphones

# 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.

Strategy 1 - New furniture will be purchased by the district with bond monies so some funds in this strategy were reallocated. New microphones were purchased for large school events such as BTSN and Showcase and school assemblies. Goal was met for the 23/24 school year. All classrooms at RVMS have standard equipment for meaningful instruction.

Strategy 2 - Go Guardian was purchased and implemented by the site. The strategy was also effective in meeting the goal of keeping students safe while on-line at school.

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

Strategy 1 - New podium and microphones were purchased to support campus events such as BTSN and Showcase

Strategy 2 - No major change

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.

No changes will be made to this goal.

Metrics and Expected Outcomes will remain the same.

Strategies were consolidated into 3

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,608.08
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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$64,608.08

Subtotal of state or local funds included for this school: \$64,608.08

Total of federal, state, and/or local funds for this school: \$64,608.08

# 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**

0500 - Supplemental

64,608.08

## Expenditures by Budget Reference

**Budget Reference**

**Amount**

1000-1999: Certificated Personnel Salaries

13,426.75

1112 - Teacher Extended Day

14,724.00

1122 - Teacher Release Time

4,200.00

3000 - Benefits / Driven Costs

1,889.30

3xxx – Benefits

8,025.14

4200 - Books - Other than Textbooks

1,000.00

4311 - Instructional Materials (Non-Consumables)

3,100.00

4312 - Software

7,377.00

4412 - Hardware (under \$5,000)

3,000.06

5215 - Staff Travel & Conferences

3,000.00

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

4,865.83

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	13,426.75
1112 - Teacher Extended Day	0500 - Supplemental	14,724.00
1122 - Teacher Release Time	0500 - Supplemental	4,200.00
3000 - Benefits / Driven Costs	0500 - Supplemental	1,889.30
3xxx – Benefits	0500 - Supplemental	8,025.14
4200 - Books - Other than Textbooks	0500 - Supplemental	1,000.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	3,100.00
4312 - Software	0500 - Supplemental	7,377.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	3,000.06
5215 - Staff Travel & Conferences	0500 - Supplemental	3,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	4,865.83

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,200.50
Goal 2	6,030.52
Goal 3	10,377.06

# School Site Council Membership

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

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

Name of Members	Role
Amy Schlueter	Principal
Kyle Hart	Classroom Teacher
Simon Terrell	Classroom Teacher
Jackie Buzel	Classroom Teacher
Jenny Candelaria	Classroom Teacher
Amber Robinson	Other School Staff
Christine Jenkins	Parent or Community Member
Michelle Adams	Parent or Community Member
Jessie Hu	Secondary Student
Mariya Akhtar	Secondary Student
Forrest Thomas	Parent or Community Member
Claire Thomas	Secondary Student

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental 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 5/22/2024.

Attested:

	Principal, Daryl Coryell on 5/23/2024
	SSC Chairperson, Jenny Candelaria on 5/23/24

# Instructions

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