

School Year:

2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rincon Valley Middle	49709206060271	May 24, 2023	June 7, 2023

Contact Person: Amy Schlueter

Position: Principal

Phone Number: 707-890-3810 ext. 33105

Address: 4650 Badger Road, Santa Rosa
CA 95409-2699

E-mail Address: aschlueter@srcs.k12.ca.us

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

This year RVMS will add specific strategies to address achievement gaps, improve attendance, and reduce suspension rates for the following sub-groups

English Learners

Students with Disabilities

Socio-Economically Disadvantaged Students

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

The purpose of this plan is to set goals for academic achievement and for a positive school culture and climate for the Rincon Valley Middle School student body. It will also identify metrics 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.

Additional targeted support and improvement strategies will also be identified in this year's plan to address achievement gaps, improve attendance, and reduce suspension rates in the following subgroups:

English Learners

Students with Disabilities

Socio-Economically Disadvantaged Students

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 22/23 school year enrollment fluctuated between 780 - 800 students throughout the school year. These students are served by 37 classroom teachers and multiple support staff.

We strive to facilitate open communication, trust, and an effective working relationship among all stakeholders. 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 stakeholders as possible. The process includes regular meetings with the following groups: Principal's Advisory Council Meetings, Staff Meetings, School Site Council Meetings, and STPC Meetings and ELAC meetings. These stakeholder groups analyze data and discuss the needs of the school and how to best meet those needs. RVMS invites and values stakeholder input and feedback and wants to ensure equity for all in our goals.

PAC Meetings

8/3/2022

9/7/2022

10/5/2022

11/2/2022

12/7/2022

1/4/2023

2/1/2023

3/1/2023

4/5/2023

5/3/2023

Staff Meetings

8/24/2022

9/21/2022

10/19/2022

11/16/2022

12/14/2022

1/18/2023

2/22/2023

3/15/2023

4/19/2023

5/17/2023

School Site Council Meetings

[Link to Running Agenda for the 22/23 School Year](#)

[Link to Running Site Council Minutes](#)

8/31/2022
9/28/2022
10/26/2022
11/30/2022
1/25/2023
2/28/2023
3/29/2023
4/26/2023
5/24/2023 - SPSA Approval
5/31/2023 - Optional if Vote Needed

ELAC

9/8/2022 - Prior to BTSN
11/14/2022
1/23/2023
3/6/2023 - Postponed - Rescheduled for a google meet on 4/3/2023
5/8/2023

STPC

8/18/2022
9/1/2022
10/6/2022
11/10/2022
1/12/2023
2/9/2023
3/9/2023
5/5/2023
5/25/2023

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 will be built into the Master Schedule for the 23/24 school year and RVMS will add an additional Newcomer ALD class to the Master Schedule for the 23/24 school year. Funds will also be allocated for materials and supplies for these two classes.

For Students with Disabilities - RVMS had two vacancies for Special Education Instructional Assistants for the 22/23 school year. Subs were utilized when available.

RVMS will recruit to hire 2 Special Education Instructional Assistants for the 23/24 school year. Also, RVMS was without a dedicated school psychologist from October 2022 through the end of the school year. RVMS will request a dedicated school psychologist for the 23/24 school year.

For Socio - Economic Disadvantaged Students - RVMS will continue to provide free after school tutoring on Tuesdays and Thursdays and funds will be allocated to support this program.

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
Total Enrollment				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
Total Enrollment	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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
802	26.9%	4.1%	0.1%
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.1%
Foster Youth	1	0.1%
Homeless	1	0.1%
Socioeconomically Disadvantaged	216	26.9%
Students with Disabilities	76	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.7%
American Indian	2	0.2%
Asian	67	8.4%
Filipino	14	1.7%
Hispanic	223	27.8%
Two or More Races	66	8.2%
Pacific Islander	7	0.9%
White	406	50.6%

Conclusions based on this data:

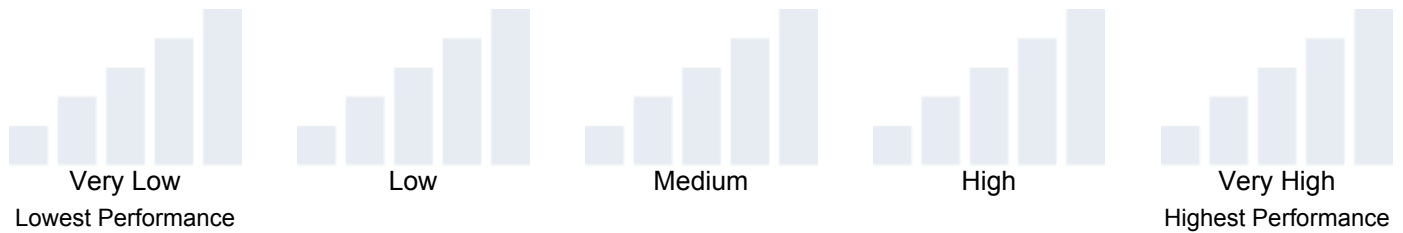
1. Rincon Valley Middle School is becoming a more diverse school. This is reflected in the data that is shared with all the stakeholder groups. The stakeholder groups analyze the data and discuss site needs with regards to academic performance, curriculum, supplies and materials, resources, and supports.
2. Professional development for teachers and staff in inclusion, diversity, and equity will be a priority in the coming school year.
3. Many teachers have and will continue to participate in district offered Professional Development to support struggling learners identified through our data analysis.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate N/A	Suspension Rate 8.1% suspended @ least 1day
Mathematics 40.9 points below standard	Chronic Absenteeism 23.4% chronically absent	
English Learner Progress No Performance Level		
College/Career N/A		

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

RVMS declined in academic performance on the CAASPP ELA assessment by 16.42%
 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

RVMS declined in academic performance on the CAASPP Math assessment by 16.77%
 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

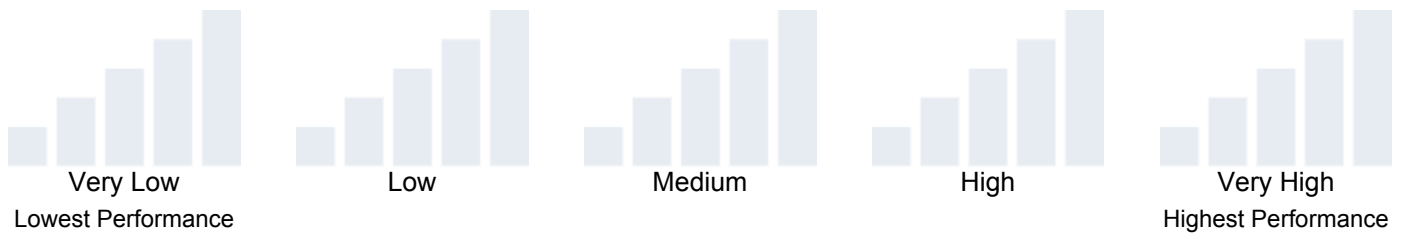
RVMS declined in academic performance on the CAASPP Science assessment by 12.77%
- This data suggests that the Covid Pandemic and extended period of distance learning has resulted in learning loss in all three tested academic subjects.

School and Student Performance Data

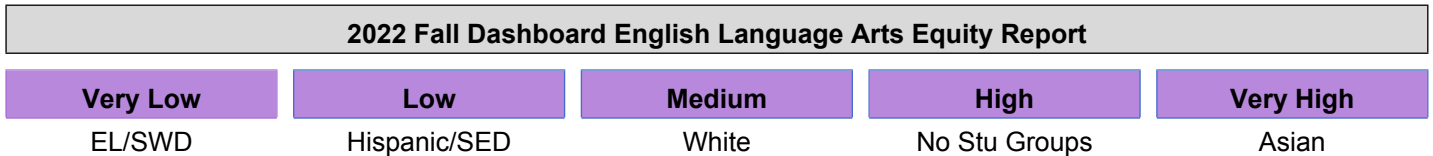
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

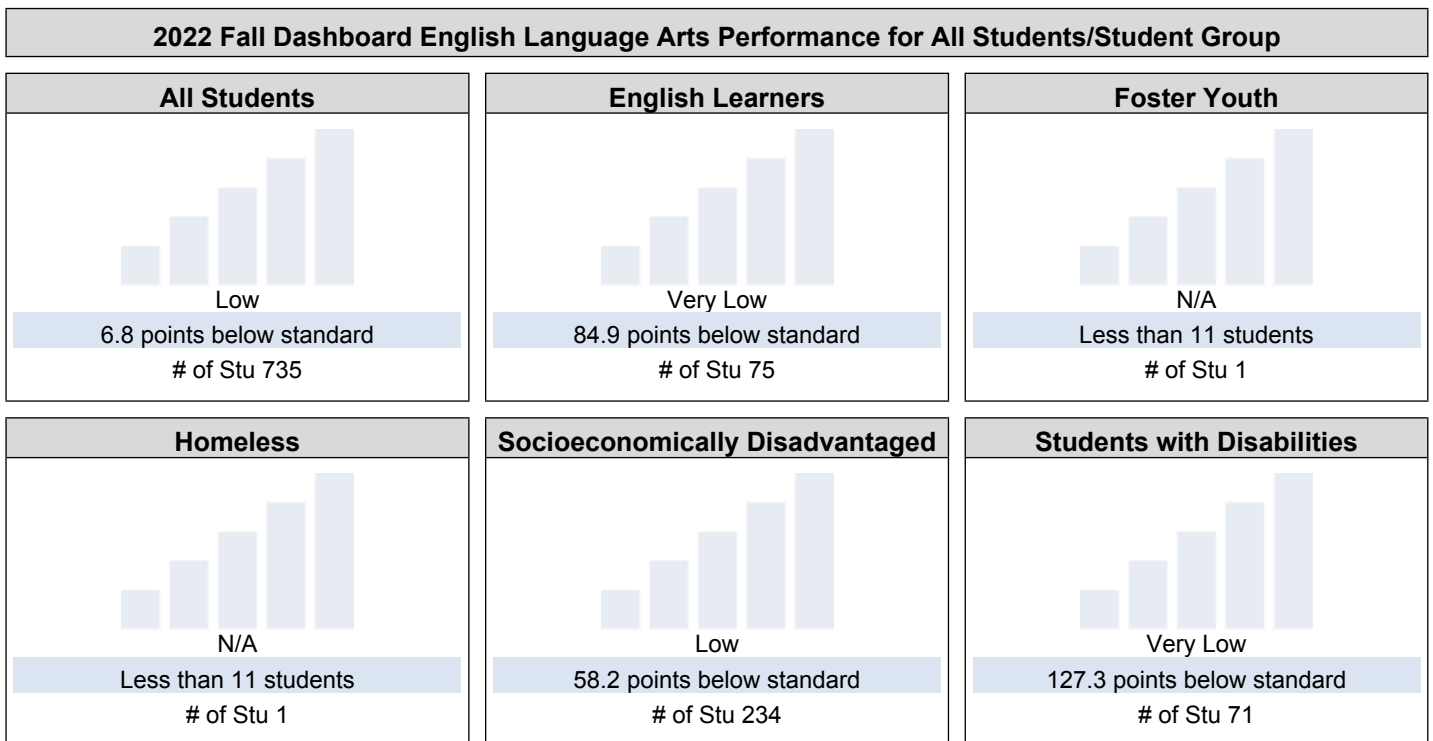
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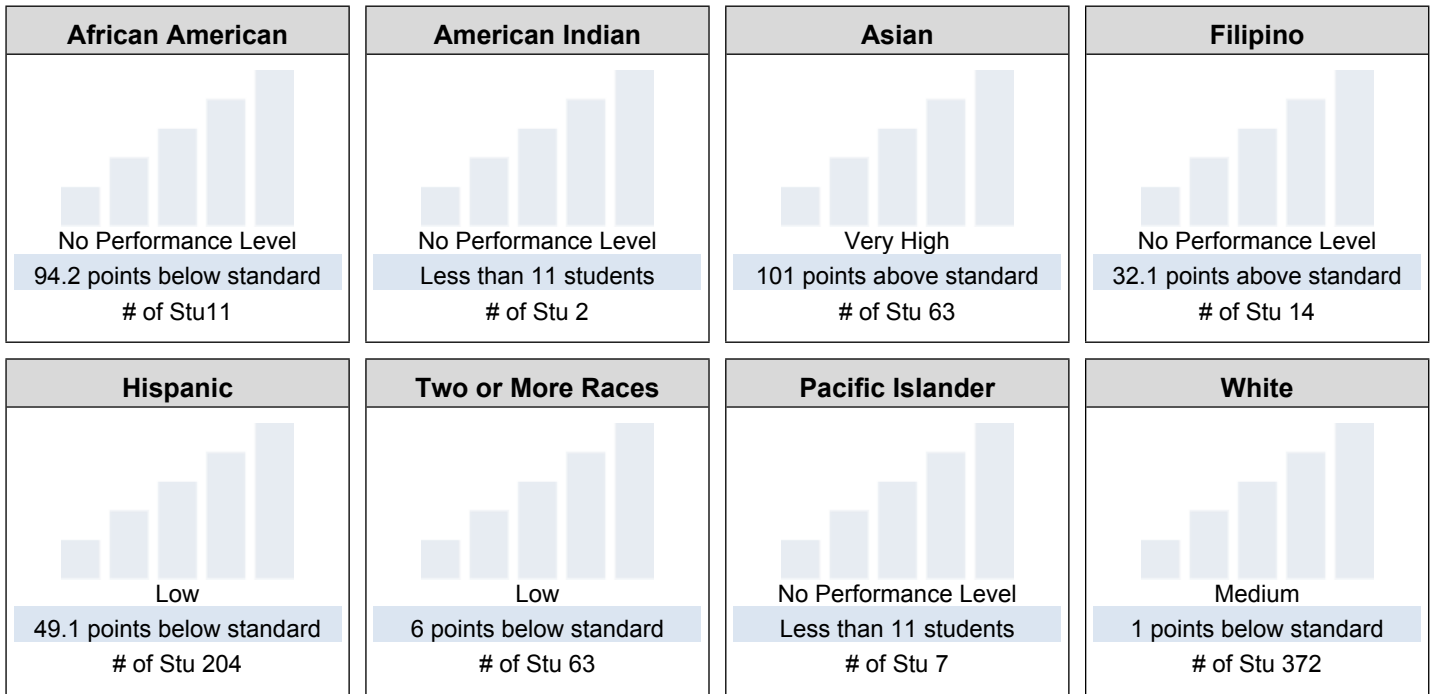
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
156.7 points below standard # of Stu 23	57.3 points below standard # of Stu 53	2 points below standard # of Stu 553

Conclusions based on this data:

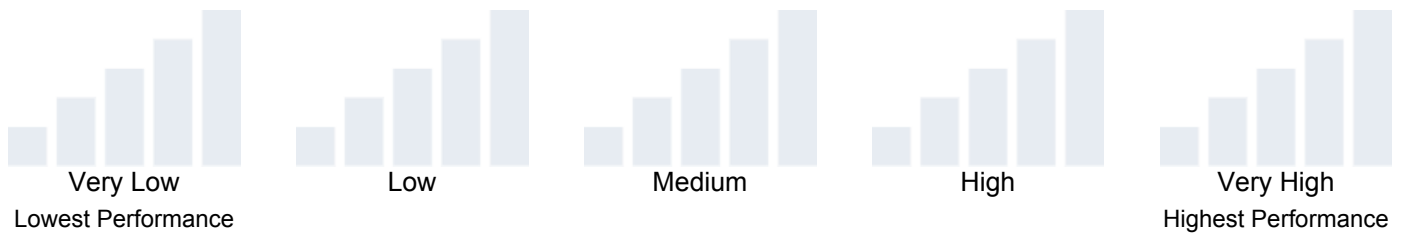
- English Learners will need targeted strategies for support in the SPSA for the 2023/24 school year
- Students with Disabilities will need targeted strategies for support in the SPSA for the 2023/24 school year
- Socioeconomically Disadvantaged Students will also need targeted strategies for support in the SPSA for the 2023/24 school year

School and Student Performance Data

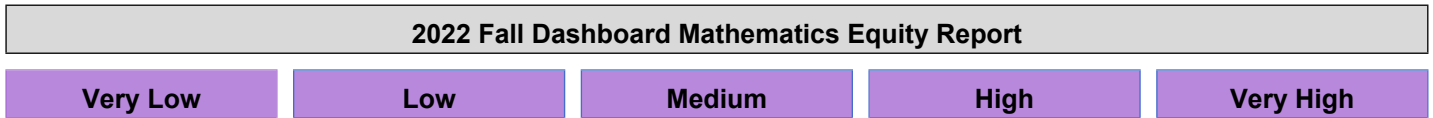
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students 40.9 points below standard 40.9 points below standard	English Learners 144.8 points below standard	Foster Youth No Performance Level
Homeless No Performance Level	Socioeconomically Disadvantaged 97.8 points below standard	Students with Disabilities 157.1 points below standard

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level			
Hispanic	Two or More Races	Pacific Islander	White
100.6 points below standard			33.5 points below standard

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

- As there was no CAASP testing in the 2019-20 SY due to COVID 19 pandemic, all scores are frozen.
- As there was still no CAASP testing in the 2020 - 2021 school year due to the COVID 19 pandemic, all scores continue to be frozen.

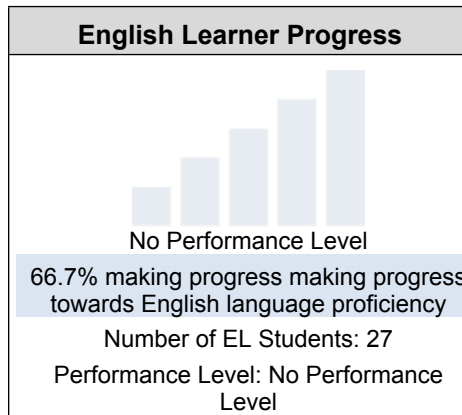
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
3.7%	29.6%		66.7%

Conclusions based on this data:

- Rincon Valley Middle school was successful in testing all of our EL students with the ELPAC again in the 22/23 school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20.

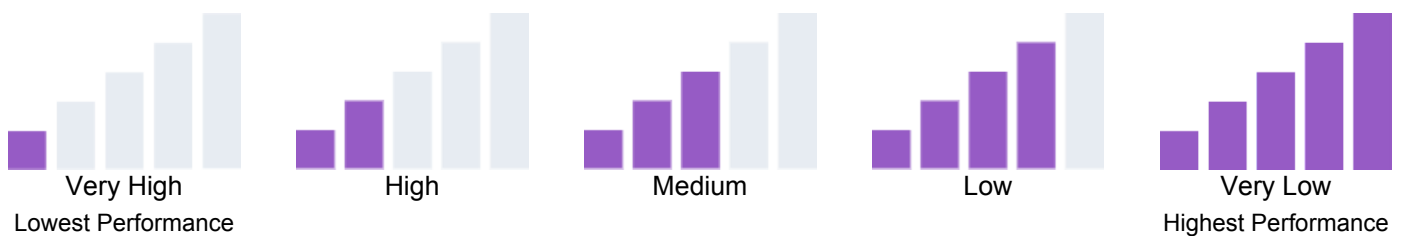
School and Student Performance Data

Academic Engagement Chronic Absenteeism

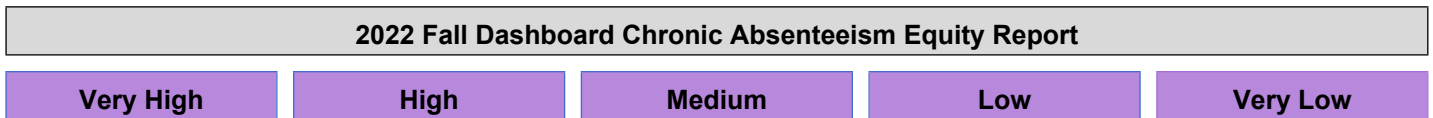
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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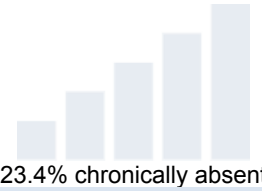


This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 <p>23.4% chronically absent 23.4% chronically absent</p>	<p>40.5% chronically absent</p>	<p>No Performance Level</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p>	<p>35.6% chronically absent</p>	<p>39.5% chronically absent</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level</p>			
Hispanic	Two or More Races	Pacific Islander	White
<p>33% chronically absent</p>			<p>20.6% chronically absent</p>

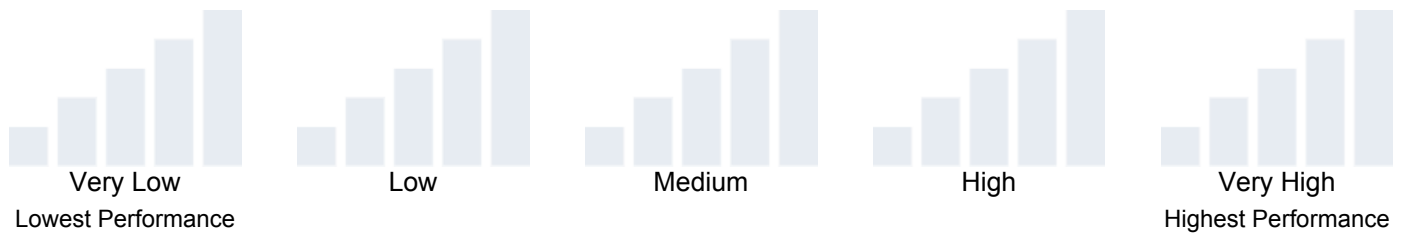
Conclusions based on this data:

1. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20.
2. Data continues to be frozen for 21/22 school year due to Covid 19 - RVMS remains in hold harmless status for attendance.

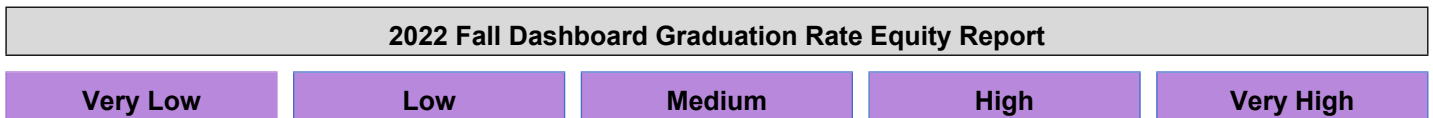
School and Student Performance Data

Academic Engagement Graduation Rate

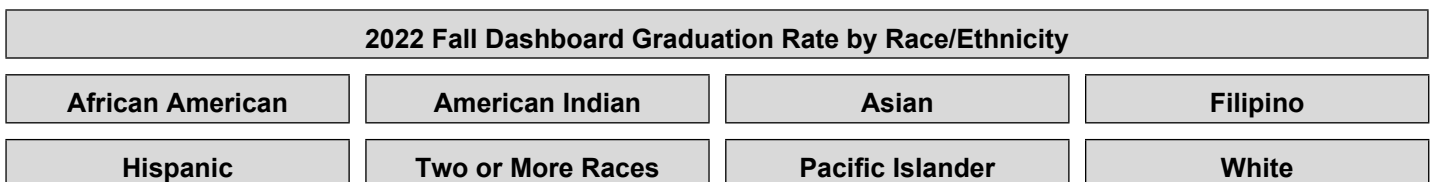
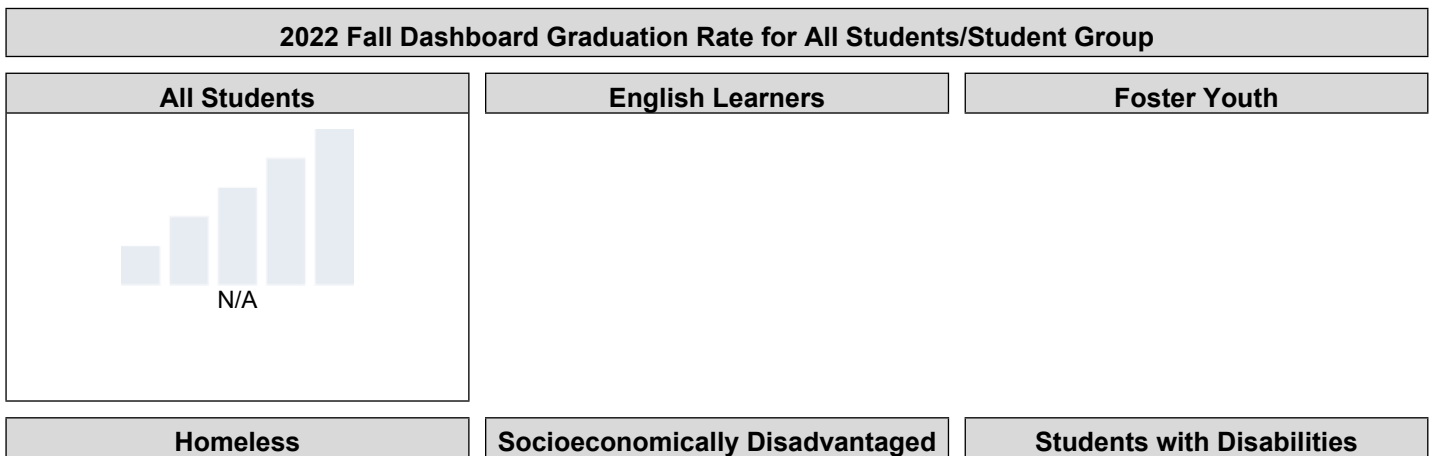
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This section provides number of student groups in each level.



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



Conclusions based on this data:

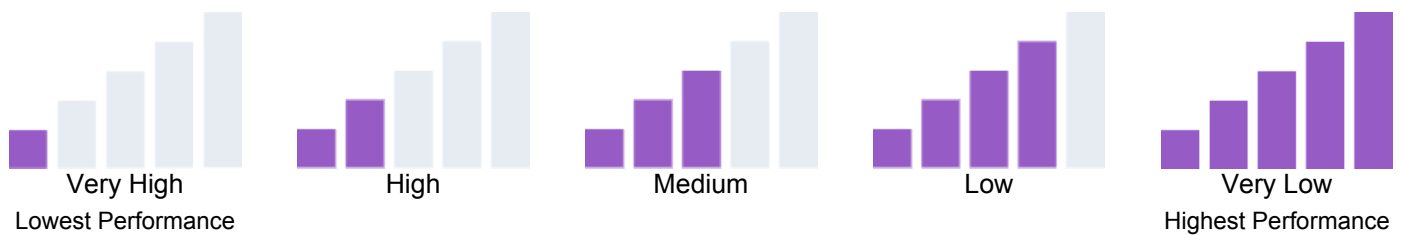
1. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20.
2. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

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This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High

High

Medium

Low

Very Low

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
<p>8.1% suspended @ least 1day 8.1% suspended at least 1 day</p>	<p>11.4% suspended at least 1 day</p>	<p>No Performance Level</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p>	<p>12.5% suspended at least 1 day</p>	<p>25.9% suspended at least 1 day</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level</p>			
Hispanic	Two or More Races	Pacific Islander	White
<p>9% suspended at least 1 day</p>			<p>8.2% suspended at least 1 day</p>

Conclusions based on this data:

1. Suspension data on the dashboard remained frozen for the 20/21 school year.
2. Suspension data for the 21/22 school will be used as a baseline metric for goal 1

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		0	347		0	343		0.0	93.8	
Grade 8	354	424		0	388		0	382		0.0	91.5	
All Grades	778	794		0	735		0	725		0.0	92.6	

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.			22.45			33.82			23.32			20.41	
Grade 8		2563.			19.37			29.58			24.35			26.70	
All Grades	N/A	N/A	N/A		20.83			31.59			23.86			23.72	

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			59.82			15.25	
Grade 8		25.13			52.38			22.49	
All Grades		25.03			55.91			19.05	

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			48.22			23.08	
Grade 8		17.11			52.11			30.79	
All Grades		22.56			50.28			27.16	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		13.45			71.93			14.62	
Grade 8		19.79			68.87			11.35	
All Grades		16.78			70.32			12.90	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.73			57.89			16.37	
Grade 8		21.84			64.21			13.95	
All Grades		23.68			61.22			15.10	

Conclusions based on this data:

1.

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		0	321		0	319		0.0	86.8	
Grade 8	354	424		0	379		0	375		0.0	89.4	
All Grades	778	794		0	700		0	694		0.0	88.2	

* 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.			25.71			26.65			26.02			21.63	
Grade 8		2545.			20.53			17.33			23.73			38.40	
All Grades	N/A	N/A	N/A		22.91			21.61			24.78			30.69	

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			47.78			22.47	
Grade 8		21.51			45.16			33.33	
All Grades		25.29			46.37			28.34	

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			54.55			19.75	
Grade 8		18.98			55.08			25.94	
All Grades		22.08			54.83			23.09	

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			63.32			14.11	
Grade 8		15.73			57.87			26.40	
All Grades		18.88			60.37			20.75	

Conclusions based on this data:

1. MDTP Data was collected and used to determine grade level readiness for math

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 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
802	26.9%	9.5%	4.1%	0.1%	0.1%	27.8%	50.6%	1.7%

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 https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
23.4% chronically absent	35.6% chronically absent	39.5% chronically absent	40.5% chronically absent	No Performance Level	No Performance Level	33% chronically absent	20.6% chronically absent	No Performance Level

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
8.1% suspended at least 1 day	12.5% suspended at least 1 day	25.9% suspended at least 1 day	11.4% suspended at least 1 day	No Performance Level	No Performance Level	9% suspended at least 1 day	8.2% suspended at least 1 day	No Performance Level

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.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
40.9 points below standard	97.8 points below standard	157.1 points below standard	144.8 points below standard	No Performance Level	No Performance Level	100.6 points below standard	33.5 points below standard	No Performance Level

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.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
6.8 points below standard	58.2 points below standard	127.3 points below standard	84.9 points below standard	Less than 11 students	Less than 11 students	49.1 points below standard	1 points below standard	94.2 points below standard

Goals, Strategies, & Proposed 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 Provide a coherent, rigorous, and relevant teaching and learning program to graduate college and career ready students.

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

RVMS Goal 1 - All students will have equitable access to a common core-based curriculum and to comprehensive instructional strategies which promote and support academic growth.

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. There is a need to determine readines to attain master with the new grade level standards and to offer supports where gaps are identified and to determine which supports are most effective.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP Science Grade 8

Students at RVMS have not taken this exam for 3 consecutive years due to local wildfires and the pandemic. New baseline data will be collected in the Spring of 2022.
Participation Rate for Spring 2022 Grade 8
74.53% Completed

Maintain participation rate at or above 98%

Increase Overall Percentage of students who Met or Exceeded the Standard to 60% or higher for the 23/24 school year.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Participation Rate Spring 2023 Grade 8 98.37%</p> <p>Science data is still not reported on the California State Dashboard, but some preliminary scores were made available in the Fall</p> <p>21/22 School Year Results Report</p> <p>Overall 42.32% of students Met or Exceeded the standard</p> <p>18.89% Exceeded the standard 23.43% Met the standard 45.84% Nearly Met the standard 11.84% Standard Not Met</p>	<p>Last year RVMS had scores reported for the CAST was 2018 - 2019 Overall 55.09% of students Met or Exceeded the standard</p>
<p>CAASPP ELA Grades 7 and 8</p>	<p>Students at RVMS have not taken this exam for 3 consecutive years due to local wildfires and the pandemic. New baseline data will be collected in the Spring of 2022.</p> <p>ELA CAT Grade 8 91.51% Completed Grade 7 92.99% Completed ELA Performance Task Grade 8 91.04% Completed Grade 7</p>	<p>Maintain participation rate at or above 95%</p> <p>Increase Overall Percentage of students who Met or Exceeded the Standard to 70% or higher for the 23/24 school year</p> <p>Last year RVMS had scores reported for the ELA CAASPP was 2018 - 2019 Overall 68.85% of students Met or Exceeded the standard</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

90.30% Completed

Overall 52.42% of students Met or Exceeded the standard

20.83% Exceeded the standard
 31.59% Met the standard
 23.86% Nearly Met the standard
 23.72% Standard Not Met

CAASP Math Grades 7 and 8

Students at RVMS have not taken this exam for 3 consecutive years due to local wildfires and the pandemic. New baseline data will be collected in the Spring of 2022.

Math CAT
 Grade 8
 91.27% Completed
 Grade 7
 90.03% Completed
 Math Performance Task
 Grade 8
 88.68% Completed
 Grade 7
 89.49% Completed

Maintain participation rate at or above 95%

Increase Overall Percentage of students who Met or Exceeded the Standard to 65% or higher for the 23/24 school year

Last year RVMS had scores reported for the ELA CAASPP was 2018 - 2019 Overall 61.29% of students Met or Exceeded the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Overall 44.52% of students Met or Exceeded the standard</p> <p>22.91% Exceeded the standard 21.61% Met the standard 24.78% Nearly Met the standard 30.69% Standard Not Met</p>	
MAP Math	<p>Grade 7 Blue 17% Green 17% Yellow 19% Orange 28% Red 19%</p> <p>Grade 8 Blue 3% Green 10% Yellow 29% Orange 23% Red 35%</p> <p>Percentile Key Red 1st to 20th Orange 21st to 40th Yellow 41st to 60th Green 61st to 80th Blue >80th</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>
MAP Reading	<p>Grade 7 Blue 7% Green 16% Yellow 19%</p>	<p>Grade 7 Increase Percentages in Yellow, Green, Blue Bands</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Orange 21% Red 37%</p> <p>Grade 8 Blue 11% Green 15% Yellow 22% Orange 23% Red 29%</p> <p>Percentile Key Red 1st to 20th Orange 21st to 40th Yellow 41st to 60th Green 61st to 80th Blue >80th</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>
Advance Placement Enrollment ELA	<p>65 students were in 7th Advanced ELA for the 22/23 in 2 sections</p> <p>71 students were in 8th Advanced ELA for the 22/23 in 2 sections</p>	<p>7th 64 students will be enrolled in 7th Advanced ELA for 23/24 in 2 sections</p> <p>8th 64 students will be enrolled in 8th Advanced ELA for 23/24 in 2 sections</p>
Advance Placement Enrollment Math	<p>67 students were in 7th Advanced Math for the 22/23 in 2 sections</p> <p>119 students were in 8th Advanced Math 1 for the 22/23 in 4 sections</p>	<p>7th 64 students will be enrolled in 7th Advanced Math for 23/24 in 2 sections</p> <p>8th 96 students will be enrolled in 8th Advanced Math 1 for 23/24 in 3 sections</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicators	66.7% making progress towards English language proficiency Number of EL Students: 27	75% making progress towards English language proficiency Number of EL Students: 27

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

Placement Testing

Monitoring Effectiveness

How will this activity be monitored during the year?

Site Tracking

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)
3000.00	0500 - Supplemental 1112 - Teacher Extended Day Advanced Placement Testing 15 hours prep and proctor ELA and Math incoming 7th grade 10 hours 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

	22/23 total = 46 hours New total = 54 hours for 23/24 school year
895.80	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 school homework tutoring

Monitoring Effectiveness

How will this activity be monitored during the year?

Homework Club Sign in Sheets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher hourly rate for tutoring
1791.60	0500 - Supplemental 3xxx – Benefits Driven Costs
1500.00	0500 - Supplemental 1112 - Teacher Extended Day Math Counts Club/Other Clubs 1500.00 for 23/24 school year

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?

Escape Requisitions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

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

500.00

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

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)

1400.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Department Supplies and Materials 1200.00 increase 200 to 1400.00 for the 23/24 school year
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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

Monitoring Effectiveness

How will this activity be monitored during the year?

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)

13,490.28	0500 - Supplemental 1000-1999: Certificated Personnel Salaries .15 FTE Certificated Counselor
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6,231.87	0500 - Supplemental 3xxx – Benefits Total Benefits
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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

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)

1200.00

0500 - Supplemental
1122 - Teacher Release Time
Teacher Release Days/Professional
Development/Travel/Conferences

806.22

0500 - Supplemental
3xxx – Benefits
Additional Cost for Subs

3000.00

0500 - Supplemental
5215 - Staff Travel & Conferences

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy 1 - Additional academic counseling was implemented and all students were successfully scheduled into appropriate level courses.

Strategy 2 - Teacher Collaboration Time - This strategy was revised/expanded due to a MOE for the 21/22 school year that included Common Planning Time within the teaching contract.

Strategy 3 - After school homework club - This strategy was implemented - Homework club was available after school on Tuesdays and Thursdays throughout the school year.

Strategy 4 - Supplemental instructional materials and technology - This strategy was implemented and all items listed were purchased and effectively implemented.

Strategy 5 - Professional Development for Teachers - 1 Teacher attended the CLMS Conference

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 - Strategy 2 was expanded in the 21/22 school year to include teacher professional development and student resources and materials. The action items were implemented. Teacher was released to attend the CLMS conference and the purchased iPads and science equipment were effectively integrated into classes.

Strategy 3 - No major differences

Strategy 4 - 3714.50 was moved from the technology hardware budget to the software budget for the purposes of purchasing Go Guardian. Chromebooks for the library and replacement furniture for a classroom were also added to this strategy during the school year

Strategy 5 - No major differences

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.

Goal 1 Changes

Goal 22/23 - All students will have equitable access to a district and common core-based curriculum and comprehensive instructional strategies which promote and support academic growth.

Goal 23/24 - All students will have equitable access to a common core-based curriculum and to comprehensive instructional strategies which promote and support academic growth. Teachers will have access to professional development opportunities to support pedagogical leadership and innovation.

Metrics 22/23

CAASPP Science Grade 8
CAASPP ELA Grades 7 & 8
CAASPP Math Grades 7& 8
MAP Math
MAP ELA
Grade Data
Advanced Placement ELA
Advanced Placement Math

Metrics 23/24

CAASPP Science Grade 8
CAASPP ELA Grades 7 & 8
CAASPP Math Grades 7& 8
MAP Math
MAP ELA
Advanced Placement ELA
Advanced Placement Math
English Learner Progress Indicators

Strategies 22/23

Additional .15 FTE Academic Counseling
After school homework club
Advanced Placement Testing
After school homework club
New Teen Living Elective Curriculum
Supplemental instructional materials and technology - All Students

Strategies 23/24

Advanced Placement Testing
After school homework club - Prioritizing the SED subgroup and SWD subgroup
Supplemental Instructional Materials and Supplies - Newcomer ELA and ALD sections

Supplemental Instructional Materials and Supplies - Prioritizing EL, SWD, SED subgroups
Additional .15 FTE Academic Counseling
Release Time for Professional Development

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community
- embracing cultural, linguistic and familial wealth and assets
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

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 continued social and emotional support after returning to in person learning due to the Covid 19 pandemic. Students will be provided Social emotional learning opportunities across the curriculum. School wide activities are needed to rebuild the RVMS school culture of spirit, engagement, and a sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	The Average Daily Attendance for the 22/23 school year was 92.18 (Data Collection From 8/11/23 - 4/24/23) The Average Daily Attendance for the 21/22 school year was 92.79	Average Daily Attendance will increase to at or above 95% The expected outcome will stay the same as last year
Discipline Data	21/22 School Year	Suspensions will decrease by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All Students 8.1% suspended at least one day Number of Students: 828</p>	
Panorama Survey	<p>Spring 2023 Challenging Feelings 53% Classroom Effort 65% Positive Feelings 48% Self-Efficacy 45% Supportive Relationships 73%</p> <p>Fall 2022 Challenging Feelings 60% Classroom Effort 75% Positive Feelings 52% Self-Efficacy 51% Supportive Relationships 78%</p>	<p>Fall 2024 Return to percentages from the Fall 2022 Survey Challenging Feelings 60% Classroom Effort 75% Positive Feelings 52% Self-Efficacy 51% Supportive Relationships 78%</p>
Youthtruth Parent Survey Data	<p>Spring 2023 Engagement 3.43 - 50% Relationships 3.96 - 50% Culture 3.76 - 50% Communication and Feedback 3.54 - 50% Resources 3.68 - 50% School Safety 3.6 - 50%</p> <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>Spring 2024 Increase in all categories by 10% Engagement 60% Relationships 60% Culture 60% Communication and Feedback 60% Resources 60% School Safety 60%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in STPC	<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 Campaign and/or volunteered time and/or materials</p>	<p>23/24 School Year 300 Families will donate to the annual giving campaign and/or volunteered time and/or materials</p>
Participation in Restorative Services	<p>Fall of 22/23 143 Total Number of Responsive Individual: Conflict Management, Suspension Diversion, Suspension ReEntry, Inappropriate Behavior, Student/Self-Referral, Check Ins, Follow Ups</p> <p>2 Proactive Individual: Check Ins, Student/Self Referrals, Support</p> <p>0 Proactive Group Circles</p> <p>0 Responsive Group Circles</p> <p>21/22 Total Number of Suspension Diversion/Reductions 26</p>	<p>23/24 Increase Participation in Proactive Restorative Services for Individuals and Groups</p> <p>Increase Responsive Group Circles</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?

BTSN Attendance Data/STPC Membership/Parent participation and youth truth survey data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

900	0500 - Supplemental 1000-1999: Certificated Personnel Salaries website stipend
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268.74	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)

At Promise Students

Strategy/Activity

Additional Targeted Counseling Support in small groups
2 Classroom Presentations
1 Parent Presentation at BTSN

Monitoring Effectiveness

How will this activity be monitored during the year?

Site Tracking

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)

9,100.00

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
Side by side full year 9100.00 for 23/24

0

0

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?

Site Tracking

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
0	
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Strategy 1 - Implemented - Link to Website

Strategy 2 - Additional Restorative Services were allocated to the site through district LCAP funds. The Site SPSA funds for this strategy were reallocated to a MOU with Side by Side for additional targeted counseling support for identified at promise students

Strategy 3 - RVMS had 1 guest speaker this year Miss California, a RVMS alumni who spoke about the importance of education and her personal experience at RVMS and MCHS

RVMS had 1 assembly - Common Grounds - Topic was about inclusion of students with special needs into the school community.

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 - Restorative Services were increased at the Site by the DO LCAP. The funds for this strategy were reallocated for the MOU with Side by Side. The surplus was moved to goal 3.

Strategy 3 - RVMS had 1 guest speaker this year and 1 assembly. Expenses were covered by other funding sources - STPC and Donations - The Site SPSA funds for this strategy were moved to goal 3.

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

No changes will be made to this goal for the 23/24 school year.

Changes to the metric data include:

Suspension Data will be from the California State Dashboard

Participation in Restorative Services will be collected and reported from the Site Based Data Collection Sheet for the Fall Semester

The MOU with Side by Side will be renewed for the new school year. Services will be available in the Fall and Spring Semester of 23/24 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

To provide students with safe, clean, flexible learning environments conducive to learning, provide educators with standard equipment, technology, and professional development conducive to teaching and to support pedagogical leadership and innovation.

Priority 1 - Basic Conditions for Learning

New Goal for 2023/2024

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

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 22/23 school year. We opened the year with two vacancies - 1.0 FTE in SPED and a .4 Math. The math

Fill all credentialed vacancies with appropriately credentialed, highly qualified teaching personnel.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	position was filled in October. The SPED position was filled in March.	
Classified staffing	RVMS was not fully staffed at the beginning of the 22/23 school year. Two SPED IA positions remained unfilled.	Fill all classified vacancies.
FIT Report	For 22/23 School Year Overall Rating was 94.1 School Rating was Good	Maintain Overall Rating at 95% or above in all categories
Youth Truth Survey - Staff	School Safety Survey Results -Data is collected in January 2023 - 3.18 18th Percentile 2022 - 3.14 2021 - 4.12 2020 - 3.76	Goal for 2024 Survey Results are to increase the sense of school safety for staff to 3.76 or higher
Youth Truth Survey - Family	School Safety Survey Results 2023 - 4.02 82nd Percentile 2022 - 4.10 2021 - 4.16 2020 - 4.21	Goal for 2024 Survey Results are to increase sense of school safety for families to 4.21

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

Monitoring Effectiveness

How will this activity be monitored during the year?

Site Tracking

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,670.49	0500 - Supplemental 4412 - Hardware (under \$5,000) Replacement Desks/Tables
3000.00	0500 - Supplemental 4412 - Hardware (under \$5,000) Replacement Chairs
2000.00	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

Monitoring Effectiveness

How will this activity be monitored during the year?

Escape Requisitions/Go Guardian 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)
500.00	0500 - Supplemental 4400 - Equipment (under \$5,000) Replacement Projector Bulbs
3566.00	0500 - Supplemental 4312 - Software Go Guardian

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

No teachers attended conferences this year and only two teachers used release time to attend other professional development opportunities.

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

Funds that were not used for the expected expenditures for the 22/23 school year plan were reallocated to other site needs to meet basic conditions for learning. New tables were purchased for a classroom to replace aging and damaged student desks and an additional security camera was purchased for a blind spot in the campus surveillance system.

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.

Change to the goal - The teacher professional development strategy will be moved to Goal 1 for the 23/24 school year as this is a strategy to help improve teaching and learning in the classroom and to improve student outcomes on academic assessment metrics.

Change to a metrics - The Youth Truth Data Metric in this goal is now focused on school safety as this is more in alignment with the goal. School Safety is not a surveyed category for students, therefore, the staff and family data will be reported.

Change to strategies - Strategies were separated out into two categories: Standard Equipment and Standard Technology

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	\$68,921.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
0500 - Supplemental	\$68,921.00

Subtotal of state or local funds included for this school: \$68,921.00

Total of federal, state, and/or local funds for this school: \$68,921.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0500 - Supplemental	68,921.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0500 - Supplemental	68,921.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,390.28
1112 - Teacher Extended Day	10,500.00
1122 - Teacher Release Time	1,200.00
3xxx – Benefits	9,994.23
4200 - Books - Other than Textbooks	500.00
4311 - Instructional Materials (Non-Consumables)	2,400.00
4312 - Software	3,566.00

4400 - Equipment (under \$5,000)	500.00
4412 - Hardware (under \$5,000)	12,670.49
5215 - Staff Travel & Conferences	3,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	10,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	14,390.28
1112 - Teacher Extended Day	0500 - Supplemental	10,500.00
1122 - Teacher Release Time	0500 - Supplemental	1,200.00
3xxx – Benefits	0500 - Supplemental	9,994.23
4200 - Books - Other than Textbooks	0500 - Supplemental	500.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	2,400.00
4312 - Software	0500 - Supplemental	3,566.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	500.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	12,670.49
5215 - Staff Travel & Conferences	0500 - Supplemental	3,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	10,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,815.77
Goal 2	11,368.74
Goal 3	16,736.49

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
Lindsey Qualls	Classroom Teacher
Sara Stathatos	Classroom Teacher
Jenny Candelaria	Classroom Teacher
Alex Pena	Other School Staff
Christine Jenkins	Parent or Community Member
Michelle Adams	Parent or Community Member
Faye Kovacevich	Secondary Student
Emma Lenzi	Secondary Student
Zach Pierce	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
	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 5/24/2023.

Attested:

	Principal, Amy Schlueter on 5/24/2023
	SSC Chairperson, Sara Stathatos on 5/24/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

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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