

School Year:

2022-23

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	5/25/2022	June 8, 2022

Contact Person: Amy Schlueter

Position: Principal

Phone Number: 707-890-3810

Address: 4650 Badger Rd., 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

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 community. 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.

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 21/22 school year enrollment was approximately 800 students. These students are served by 35 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.

RVMS follows SRCS LCAP goals.

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full-service community school model.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rincon Valley Middle School involves as many stakeholders as possible. The process includes Principal's Advisory Council Meetings, Staff Meetings, School Site Council meetings, and STPC meetings. These groups analyze data and discuss what the needs of the school are and how to best meet those needs. We want to ensure equity for all in our goals.

PAC Meetings

8/9/2021

8/18/2021

9/1/2021
10/6/2021
11/3/2021
12/1/2021
1/5/222
2/2/2022
3/2/2022
4/6/2022
5/4/2022
6/1/2022

Staff Meetings

8/10/2021
9/22/2021
10/20/2021
11/17/2021
12/15/2021
1/19/2022
2/16/2022
3/16/2022
4/20/2022
5/18/2022

School Site Council Meetings

[Link to Agendas](#)

[Link to Minutes](#)

8/25/2021
9/8/2021
9/29/2021
10/27/2021
11/16/2021
12/16/2021
1/26/2022
2/23/2022
3/30/2022
4/27/2022
5/25/2022 - SPSA Approval

ELAC
9/23/2021
11/15/2021 - Canceled
1/24/2022
3/7/2022
5/9/2022

STPC
9/2/2021
10/7/2021
11/4/2021

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 are in the area of support for EL students and families - RVMS has an unfilled vacancy for a Family Engagement Coordinator

Another area of inequity identified is in mental health services - RVMS has 1 day a week of Restorative Services - Referral Based and 2 days a week of School Based Therapy Support - Referral Based

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.6%	0.1%	0.25%	5	1	2
African American	1.93%	2.1%	1.75%	16	17	14
Asian	9.07%	9.0%	8.35%	75	72	67
Filipino	1.57%	1.0%	1.75%	13	8	14
Hispanic/Latino	25.39%	26.9%	27.81%	210	215	223
Pacific Islander	0.6%	0.5%	0.87%	5	4	7
White	55.62%	52.0%	50.62%	460	415	406
Multiple/No Response	5.2%	8.3%	8.23%	43	66	66
Total Enrollment				827	798	802

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 7	381	428	369
Grade 8	446	370	433
Total Enrollment	827	798	802

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	26	35	42	3.1%	4.4%	5.2%
Fluent English Proficient (FEP)	180	167	127	21.8%	20.9%	15.9%
Reclassified Fluent English Proficient (RFEP)	15	11	12	42.9%	42.3%	32.2%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
783	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.			

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

1. Rincon Valley Middle School is becoming a more diverse school and we as a staff have been discussing the data with regards to curriculum, supplies and materials, and resources.
2. Cultural and economic proficiency by our staff is ongoing to support the needs of all of our students.
3. Staff has participated in Site-based Profession Development surrounding out changing demographics.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Green
Mathematics  Orange	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. As there was no CAASP testing in the 2019-20 SY due to COVID 19 pandemic, all scores are frozen.
2. 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 Language Arts

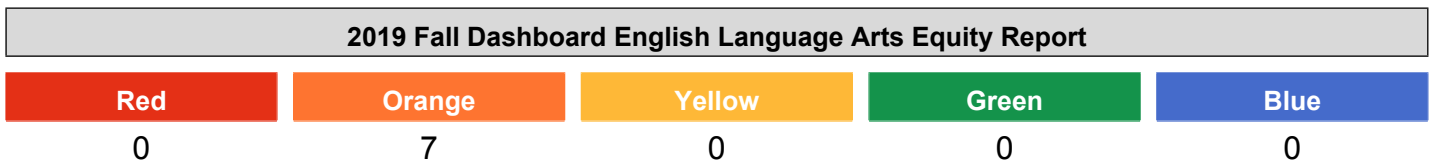
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 40.9 points above standard 870	<p>English Learners</p>  Orange 35.7 points below standard 87	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 3.7 points above standard 232	<p>Students with Disabilities</p>  Orange 85.3 points below standard 72

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 22.5 points above standard 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 79.5 points above standard 83	 No Performance Color 114.9 points above standard 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7 points below standard 186	 Orange 45.2 points above standard 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 50.1 points above standard 506

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.1 points below standard 21	21.3 points below standard 66	45.5 points above standard 675

Conclusions based on this data:

1. As there was no CAASP testing in the 2019-20 SY due to COVID 19 pandemic, all scores are frozen.
2. 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 Mathematics

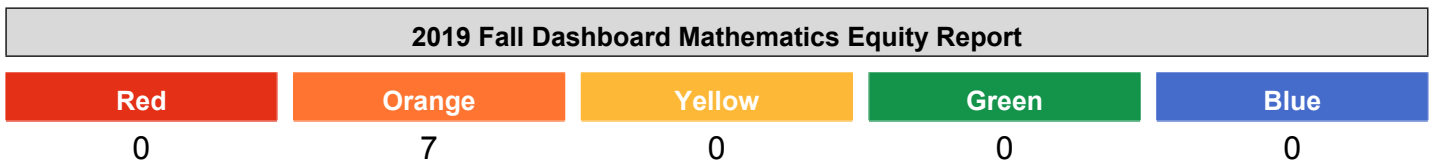
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 23.8 points above standard 870	<p>English Learners</p> Orange 57.9 points below standard 87	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Orange 22.6 points below standard 232	<p>Students with Disabilities</p> Orange 127.1 points below standard 72

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.9 points below standard 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 99.7 points above standard 83	 No Performance Color 100.6 points above standard 16
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36 points below standard 186	 Orange 32.5 points above standard 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 35 points above standard 506

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.7 points below standard 21	44.6 points below standard 66	28.2 points above standard 675

Conclusions based on this data:

1. As there was no CAASP testing in the 2019-20 SY due to COVID 19 pandemic, all scores are frozen.
2. 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

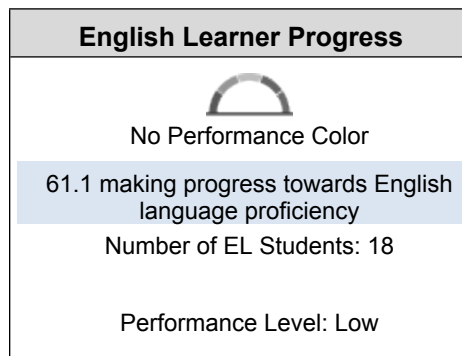
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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	4	0	11

Conclusions based on this data:

- Based on the data, at Rincon Valley Middle School 83.3% of our EL students have maintained or grown 1 or more levels.
- Rincon Valley Middle school was successful in testing all of our EL students with the ELPAC again in the 22/22 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

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

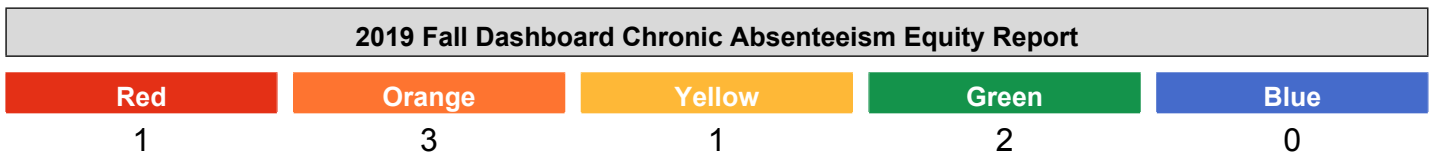
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 10.3 Maintained +0.2 917	<p>English Learners</p> Orange 19 Increased +4 42	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<p>Socioeconomically Disadvantaged</p> Red 17.7 Increased Significantly +3.6 249	<p>Students with Disabilities</p> Orange 25.9 Declined -1.8 81

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.6 Increased +4.5 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Yellow 4.6 Increased +0.9 87	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.7 Increased +2.9 204	 Green 6.4 Declined -5.7 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Green 8.8 Declined -1 521

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

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

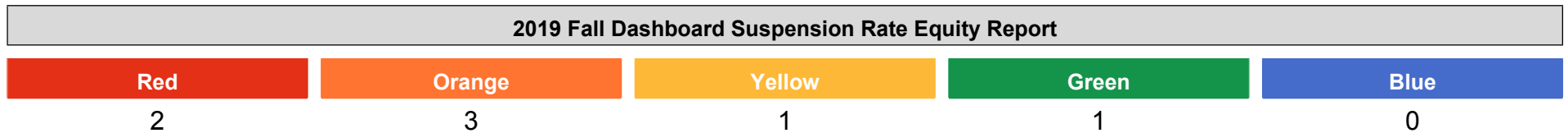
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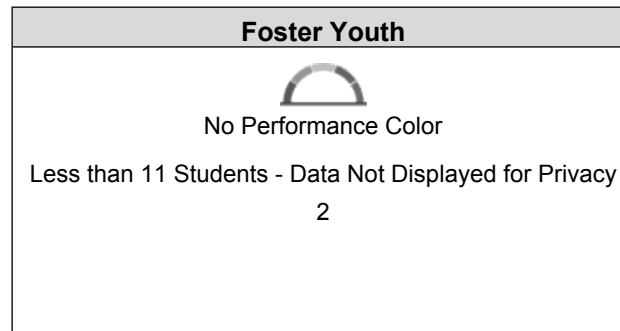
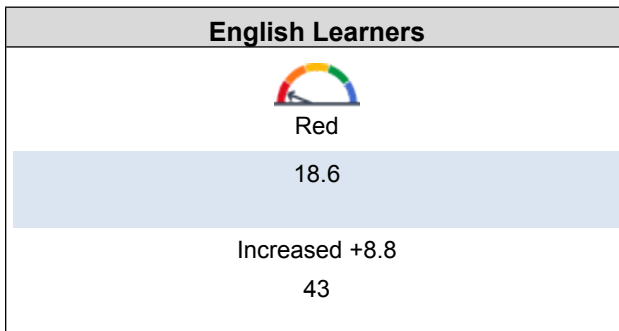
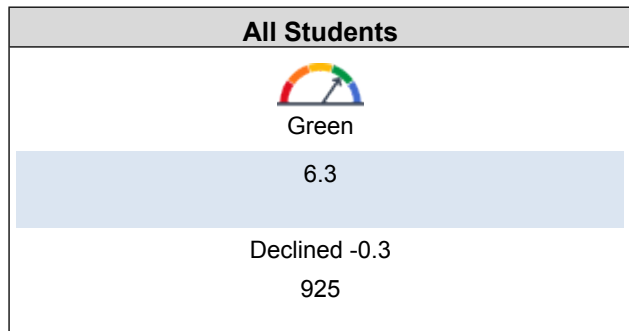


This section provides number of student groups in each color.

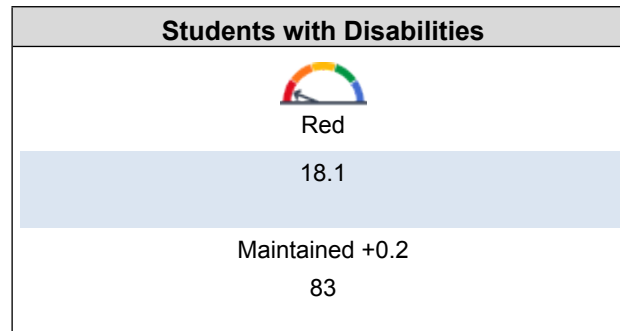
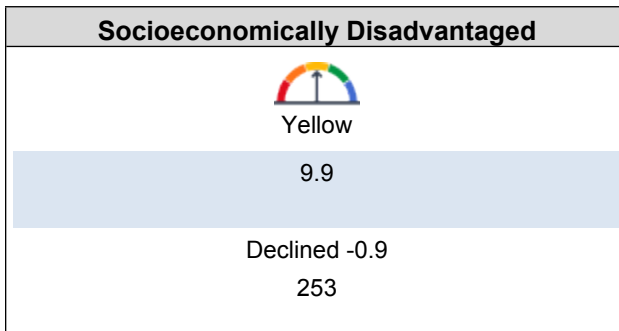


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



Homeless



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.7 Increased +3.6 23	 No Performance Color 0 11	 Orange 2.3 Increased +1.1 87	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.2 Increased +1.1 206	 Orange 8.3 Increased +4.8 48	 No Performance Color Less than 11 Students - Data Not 9	 Green 5 Declined -1.4 524

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.6	6.3

Conclusions based on this data:

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

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.

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

95% participation rate
Other outcomes will be determined based on baseline data collected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grades 7 and 8	<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 90.30% Completed</p>	<p>95% participation rate Other outcomes will be determined based on baseline data collected</p>
CAASP Math Grades 7 and 8	<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>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</p>	<p>95% participation rate Outcomes will be determined based on baseline data collected</p>
MAP Math	<p>This is a new assessment tool that will be implemented for the 2022-2023 school year. Baseline data will be collected throughout the school year.</p>	<p>Students will make steady progress towards mastery of grade level standards throughout the school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP ELA	This is a new assessment tool that will be implemented for the 2022-2023 school year. Baseline date will be collected throughout the school year.	Students will make steady progress towards mastery of grade level standards throughout the school year.
Advance Placement Enrollment ELA	7th 0 students were in 7th Advanced ELA for the 21/22 8th 51 students were in 8th Advanced ELA for the 21/22	7th 64 students will be enrolled in 7th Advanced ELA for 22/23 8th 64 students will be enrolled in 8th Advanced ELA for 22/23
Advance Placement Enrollment Math	7th 134 8th 90	7th 64 8th 128
Re-designated Fluent English Proficient Students	28.57% of English Learners Re-designated this year as Fluent English Proficient.	30% of English Learners Re-designated as Fluent English Proficient

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)
2,409.94	0500 - Supplemental 1112 - Teacher Extended Day Advanced Placement Testing 15 hours prep and proctor ELA 10 hours proctor ELA 7 hours prep and proctor math 14 hours ELA Scoring

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

After school homework club

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)
5000.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher hourly rate for tutoring
1483.00	0500 - Supplemental 3xxx – Benefits Driven Costs

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

New Teen Living Elective Curriculum

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)

500.00

0500 - Supplemental
4311 - Instructional Materials (Non-Consumables)
New Teen Living Elective Curriculum - SEL/College and Career
Readiness A-G requirements/Ethnic Studies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental instructional materials and technology

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)

1200.00

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

3714.50

0500 - Supplemental
4312 - Software
Go Guardian

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?

Panorama Survey Data/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)

13,178.20

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

4,123.46

0500 - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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 21/22 - All students will have equitable access to a district and common core-based curriculum with comprehensive instructional strategies which support distanced learning, hybrid learning and beyond.

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.

Metrics 21/22

Site wide we are investigating Standards based Learning and Grading with the help of The Teaching and Learning department of SRCS.

Teachers will need to modify instruction to begin to address learning loss due to school shut down

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

Strategies 21/22

Additional .15 FTE Academic Counseling
Teacher Collaboration Time
After school homework club
Supplemental instructional materials and technology
Professional development for teachers

Strategies 22/23

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

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 21/22 school year was 92.79	Average Daily Attendance will increase to at or above 95%
Discipline Data	21/22 School Year 102 incidents resulting in suspension	Suspensions will decrease by 10%
Panorama Survey	Fall 2021 Challenging Feelings 60% Classroom Effort 75% Positive Feelings 52% Self-Efficacy 51%	Fall 2022 Classroom Effort 80% Self Efficacy 65% Supportive Relationships 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Supportive Relationships 78%	
Youthtruth Parent Survey Data	Spring 2022 Engagement 3.18 Relationships 3.68 Culture 3.57 Communication and Feedback 3.03 Resources 3.53 School Safety 3.42	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%
Parent Participation in STPC	21/22 School Year 80 Families Donated to the Annual Giving Campaign and/or volunteered time and/or materials	22/23 School Year 150 Families will donate to the annual giving campaign and/or volunteered time and/or materials
Participation in Restorative Services	21/22 Total Number of Suspension Diversion/Reductions 26	22/23 Suspension Diversion/Reductions will increase by 20%

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
266.94	0500 - Supplemental 3xxx – Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Restorative Services

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)
11,335.36	0500 - Supplemental 2xxx – FTE Classified Salaries .2 Additional Day of Restorative Services
6,706.15	0500 - Supplemental

3000- Classified FTE Benefits
Driven Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

603.40

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

Annual Review

SPSA Year Reviewed: 2021-22

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 - School information system, website maintenance, and support for parent meetings - This strategy was implemented, items purchased were effectively implemented.

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 parent meetings occurred outside of the school day. These funds were reallocated to support an elective class and multimedia equipment for the library

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 2 Changes

21/22 Goal - Increase student and family engagement to build a stronger school community. Support students through social emotional learning (SEL) opportunities

22/23 Goal - 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.

Metric Changes

21/22 Metrics

Attendance

Discipline

Student Enrollment in Leadership

22/23 Metrics

Attendance Data

Discipline Data

Panorama Survey Data

Youth Truth Parent Survey Data

STPC Membership

Restorative Services Participation

Strategy Changes

21/22 Strategies

School information system, website maintenance, and support for parent meetings

22/23 Strategies

Website Stipend

Additional Restorative Services

Consultants/Guest Speakers/School Assemblies

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

Identified Need

Teachers and staff need standard equipment, technology, materials and supplies, and professional development to improve their pedagogical practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certificated staffing	For the 21/22 School Year RVMS was full staffed, there were no vacancies. Two teachers taught classes outside of their credentialed area.	Fill all credentialed vacancies with appropriately credentialed, highly qualified teaching personnel.
Classified staffing	For the 21/22 School Year RVMS had 4 vacancies for the school year. Student Advisor, Family Engagement Coordinator, 2 SDC instructional assistant positions.	Fill all classified vacancies.
FIT Report	Overall Rating was 94.1% School Rating was Good	Maintain Overall Rating at 90% or above in all categories

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Staff	2022 Survey Results Engagement 3.68 Relationships 3.76 Culture 3.00 Professional Development and Support 3.10 School Safety 3.14	Goals for 2023 Survey Results Engagement 4.03 Relationships 4.05 Culture 3.77 Professional Development and Support 3.68 School Safety 3.76
Youth Truth Survey - Students	2022 Survey Results Engagement 3.33 Academic Challenge 3.58 Culture 3.21 Belonging & Peer Collaboration 3.49 Relationships 3.41	Goals for 2023 Survey Results Engagement 3.46 Academic Challenge 3.73 - 50% Culture 3.44 - 50% Belonging & Peer Collaboration 3.55 - 75th% Relationships 3.57- 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher Release Days for Professional Development/Travel and Conference Expenses

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)
1200.00	0500 - Supplemental 1122 - Teacher Release Time Substitutes
1070.71	0500 - Supplemental 3xxx – Benefits Driven Costs for Subs
1411.79	0500 - Supplemental 5215 - Staff Travel & Conferences CLS Conference - 2

Annual Review

SPSA Year Reviewed: 2021-22

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.

There were no strategies identified for this goal for 21/22 school year

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

N/A

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

N/A

Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
supplemental counselor	K Loggins .15 counselor	0500 - Supplemental	22,160.91	Goal 1 activity 1

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

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	\$55,603.45

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
0500 - Supplemental	\$55,603.45

Subtotal of state or local funds included for this school: \$55,603.45

Total of federal, state, and/or local funds for this school: \$55,603.45

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	55,603.45	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0500 - Supplemental	55,603.45

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,078.20
1112 - Teacher Extended Day	7,409.94
1122 - Teacher Release Time	1,200.00
2xxx – FTE Classified Salaries	11,335.36
3000- Classified FTE Benefits	6,706.15
3xxx – Benefits	6,944.11
4311 - Instructional Materials (Non-Consumables)	1,700.00

4312 - Software	3,714.50
5215 - Staff Travel & Conferences	1,411.79
5800 – Other Services (Consultants; Field Trip Admissions, etc)	1,103.40

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	14,078.20
1112 - Teacher Extended Day	0500 - Supplemental	7,409.94
1122 - Teacher Release Time	0500 - Supplemental	1,200.00
2xxx – FTE Classified Salaries	0500 - Supplemental	11,335.36
3000- Classified FTE Benefits	0500 - Supplemental	6,706.15
3xxx – Benefits	0500 - Supplemental	6,944.11
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	1,700.00
4312 - Software	0500 - Supplemental	3,714.50
5215 - Staff Travel & Conferences	0500 - Supplemental	1,411.79
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	1,103.40

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,609.10

Goal 2
Goal 3

20,311.85
3,682.50

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
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Amy Schlueter	Principal
Paul Gaudreau	Classroom Teacher
Linsey Qualls	Classroom Teacher
Sara Stathatos	Classroom Teacher
Jay Meyer	Classroom Teacher
Alex Pena	Other School Staff
Sheila Walker	Parent or Community Member
Grace Kothe	Secondary Student
Benjamin Stark	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

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 05-25-2022.

Attested:



Principal, Amy Schlueter on 5/25/22



SSC Chairperson, Jay Meyer on 5/25/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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