



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
Reef-Sunset Middle School	16-73932-6109888	January 30, 2023	February 16, 2023

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
The purpose of this plan is to align Title funds with the goals outlined in the district's Local Control and Accountability Plan.

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.

Reef Sunset Unified has worked to align district and school plans, which support all local, state, and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. We have aligned ourselves to the 2021-2022 LCAP. Our district and schools have four goals. Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills. This goal is connected to state priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Pupil Access), and 8 (Other Pupil Outcomes). Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school. This goal is aligned with State Priorities: 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate). Goal 3: The District enables rigorous and relevant standards-based instruction, which will support productive, creative teaching environments in which there are widespread acceptance and support for the district vision and mission statements is aligned to State Priority 2 (Implementation of State Standards). Goal 4: The District will foster a culture of student, parent, and community involvement by building and maintaining positive participation and relationships is aligned to State Priority 3: Parental Involvement. We have worked to better align programs to increase positive outcomes for the students, parents, staff, and communities we serve.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following Surveys were given to all stakeholders due to school closure and school reopening:
COVID school closures survey- Parents, students, community members, staff
LCP survey- Parents, students, community members, staff
Distance Learning and Continuity Survey- teachers
Needs Assessment Survey- Parents, students, community members, staff

Based on surveys from teachers, parents, and all stakeholder groups at the site level, the data from the survey identified several areas of need for additional supplemental concentration support. The full adoption of the English Language Arts curriculum was also identified in the 2019-20 LCAP and RSMS SPSA. Furthermore, supplemental materials will be provided to enhance English Language Development, Mathematics Instruction, and Science support. Technology device replacement and supports will continue to be made through device purchases and a continued increase of hours and benefits for the Library Clerk. English Language Development will be enhanced through targeted ELD Professional Development services. Stakeholder groups saw the importance of new state standards implementation. The district and RSMS will continue to implement "Kagan Engagement Structures" through a comprehensive professional development model. The district and RSMS will continue to implement prior staff development activities and add additional services for ELD and Mathematics programs. Stakeholder engagement and LCAP activities and SPSA activities will continue to be enhanced through our District Community Engagement Coordinator. District Foodservice issues are being addressed by reconstructing the menu planning process. The data from the survey also show that basic services continue to be a theme for stakeholder groups. The District uses a safe schools survey for the students administered biyearly. The district also has an LCAP survey that is offered to all stakeholders to determine need. Stakeholders have made alternative education services one of the actions within the LCAP goals. A good Alternative Education program seems to be of great importance to the citizens of Avenal and having options for students having difficulties in the traditional comprehensive setting. With the COVID restrictions, school closures, and school reopening. RSUSD administered several local surveys to communicate with stakeholders. 21-22 SPSA is aligned to the 19-20 LCAP due to the fact that there is no LCAP for the 20-21 school year. SSC also reviewed the Learning Continuity and Attendance Plan (LC Plan) surveys therefore the SPSA is aligned to that plan as well.

Classroom Observations

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

The school site Principal and Student Support Coordinator do classroom observations on a weekly basis. The Principal provides the teachers with timely and constructive feedback. The school site also participates both in site created Instructional Rounds (I.R.) and District based Instructional rounds. In both instances, the teachers as a whole create a Problem of Practice that the I.R. teams are to be collecting evidence on. This school year, RSMS has focused their Instructional Rounds on the implementation of ELD Designated classroom observations looking for differentiated instruction based on the ELD levels through the ELD curriculum. The data shows that RSMS staff is in the

implementation phase of ELD Designated instruction and over time showed positive growth from the fall to the springs I.R. walk-through observation. RSMS administration collects lesson plans and scope and sequence guides to monitor student learning. The school site administration does classroom observations to collect instructional data and follow up conversations for ongoing professional development. In April of 2021, RSMS reopened the school to students in a Hybrid format schedule. As of August, 2022, RSMS has been fully reopened to on site instruction, and has since moved back into a traditional schedule.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement: Data disaggregation from state assessments (ELPAC, CAASPP (if implemented)) and analysis of subgroup performance. Benchmark assessments for intervention identification in Math and English Language Arts are used from iReady and STAR benchmarks. Teachers implement Common Formative Assessments bi-weekly to determine student groups for re-teaching.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction. Utilization district adopted curriculum to monitor curriculum-based assessments, facilitate PLC discussions, and progress monitor English Learners. Instructional decisions and modifications will be made as we consider data from formative assessments, including classroom assessments and Illuminate.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:

- *17/17 teachers fully credentialed and appropriately assigned.
- *100% of Teachers are approved/certificated to teach English Learners
- *Staff development topics align to California state standards in ELA, Math, ELD, NGSS, and Technology.
- *Student performance on state and local assessments has identified a need for additional state standards training in ELA, Math, Integrated and Designated ELD, and Technology.
- *Professional needs of staff have prompted other specialized training; Such as iLit and Study Sync.

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

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

The Kings County Office of Education Curriculum and Instruction department is providing experts in the area of Science. The Fresno County Office of Education is providing experts in the areas of ELD training, implementation, and coaching. The Reef-Sunset U.S.D. Curriculum and Instruction Department is providing Instructional Strategy Coaches for training, coaching, and feedback in all subject areas while also providing professional learning presentations and workshops. Classroom observations, feedback, and classroom coaching are also being provided to teachers.

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

Alignment of curriculum, instruction, and materials to content and performance standards

Staff Development in:

- *Numeracy content and strategies
- *Technology
- *ELD – Teaching English Learners
- *Data Analysis and Assessment
- *ELA state standards & foundational skills
- *Math state standards
- *NGSS- Next Generation Science Standards

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

Administration and Instructional leads will be available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis.

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

Teachers' collaboration:

- *Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
- *Teachers will plan, adjust, modify, and reflect on lessons and scope and sequence maps in order to strengthen instruction.
- *Teachers will collaborate and plan for instructional alignment between both sites, such as formative/summative assessments and syllabi.
- *Teachers will collaborate with grade levels above and below to foster reflective and informative lesson planning for the continuity of student progress.

Teaching and Learning

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

Reef-Sunset Middle School will provide quality, challenging content aligned to grade level standards equivalent to in-person instruction. RSMS recognizes that intentional instructional choices will be essential to support all students to mastery, and that this is especially true for students with specialized learning needs. All students will demonstrate the learning objective of the day, engage in lessons with their teachers and peers, participate in small group instruction, and practice strategies to further their understanding of each subject. RSMS will review our content priorities by leveraging the structure and emphases of mathematics and ELA/literacy standards. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations from Achieve the Core. Our belief is that it is entirely possible to hold high expectations for all students, address unfinished learning in the context of grade-level work, and dial into the assets students bring with them to foster the creativity and energy they bring to learning something new. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Achieve the Core. We will ensure student learning and competency development while also considering a student's social-emotional well-being through systematic cycles of assessment, initial screening, formative and summative assessments, and intervention strategies to accelerate learning for students at risk of continued learning challenges due to impact of COVID and ongoing distance learning.

Staff Development in:

- *Numeracy content and strategies
- *Technology
- *ELD – Teaching English Learners
- *RTI Intervention
- *RSP Supports
- *Data Analysis and Assessment
- *ELA state standards & foundation skills
- *Math state standards & foundation skills
- *NGSS- Next Generation Science Standards
- *Scope and Sequence maps and pacing guides
- *Virtual lesson planning

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

Reef-Sunset Middle School will adhere to or exceed the recommended instructional minutes for reading/languages arts, science, social studies, mathematics, physical education, and electives.

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

RSMS provides for lesson pacing schedules and Master schedule flexibility for sufficient numbers of intervention courses.

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

All core subjects, ELA, Math, History, and Science have access to our district adopted curriculum digitally. All curriculum has online textbooks and workbooks for both students and teachers. Sufficient textbooks (digitally as well) for all students at each site. Intervention and acceleration English materials available for significant subgroups, including English Learners, Special Education Students, and academically at-risk students

A review of materials in English Language Arts and Mathematics has been conducted. 100% of students have sufficient core and intervention materials.

A review of materials in English Language Development has been conducted. 100% of English Learner students have sufficient materials for our English Learner students.

All RSMS curriculum and supplemental materials are offered in-person and digitally. Which includes first instruction, intervention, enrichment, and support curriculum.

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

All schools in the Reef-Sunset U.S.D. provide for SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

Opportunity and Equal Educational Access

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

Reading intervention support course

Math intervention support course

Monitoring & academic accountability support

Resource & referral services support

One on one & small group instruction

Technology based online standards intervention programs. Programs assessment & adaption to meet individual needs.

After school tutorial and additional support are offered daily and weekly.

RSMS implements a school-wide intervention/enrichment flex program called WINN (What I Need Now). Students intervened periodically in both ELA and Math. Students are monitored by assessing them in standards mastery to dictate their movement from one class to another.

Evidence-based educational practices to raise student achievement

All staff have been trained in research based KAGAN student engagement and/or Gradual Release of Responsibility instructional educational practices based on collaborative learning techniques to raise student achievement.

Parental Engagement

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

Resources are available to assist under-achieving students are:
Avenal Police Department-School Resource Officer
KCOE SARB (School Attendance Review Boards)
Foster Youth & Homeless Education Program Services (KCOE)
Kings County SELPA and KCOE Special Education Department
KCOE Career Education & Regional Occupation Programs
Kings County Behavioral Health Organization
GEAR UP! (Gaining Early Awareness and Readiness for Undergraduate Programs)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members participate and are invited to conferences, School Site Council Meetings, School social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

Funding

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

Reef-Sunset Middle School employs the iReady computer based reading and math program on an as needed basis in grades 6-8 to supplement the regular program to help under-performing students to meet standards and to help accelerate students who are performing at grade level. Categorical program funds allow the school to provide support from a student support coordinator and paraprofessionals. We purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

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

The stakeholder engagement process began in the spring of 2022. The process included communication via the Community Engagement Coordinator, District and School websites, surveys, social media outlets, and more, all of which were offered in English, Spanish and other languages listed on AERIES as "home language". In order to ensure feedback from stakeholders that do not have internet, RSUSD sent letters home, an all-call system was used to reach out as well. Stakeholders were encouraged to contact sites to provide verbal input/comments that would be gathered by site secretaries and communicated to District level administrators before finalizing the plan. Each site met with School Site Councils and English Learner Advisory Committees for recommendations and comments regarding the specific actions and expenditures proposed. A study group was also developed at the secondary level to get input from students. Reef-Sunset Unified School district created an LCP District Leadership Team (Superintendent, Director of Curriculum & Instruction, Director of Human Resources, Community Engagement Coordinator, Chief Business Officer, Assistant Director of Fiscal Services, Director of Student Services, and Director of Technology) to oversee the progress of the Learning Continuity and Attendance Plan process, prioritize all stakeholder recommendations, and monitor plan progress throughout the school year.

A series of meetings were held with School Site Councils, ELAC, parents, students, and community members to engage in the SPSA development and update process. The meetings were held at RSMS Library, translators and volunteers were available to help with the process. Parents and other stakeholders such as community members and staff were re-introduced to the SPSA and brought up to date on the district's and school site's progress towards implementation. RSMS was able to report that they had introduced or fully implemented a number of the actions described in the 2021-22 plan. At the various meetings, the district also addressed the stakeholder input results from the previous year and how they were addressed in the SPSA changes. Documents were available in English and Spanish by the Community Engagement Coordinator. Parents were presented with the four goals as stated in SPSA and the actions for each goal. Attendees saw a video that had pictures and voiceovers explaining how SPSA funds were used as described in the SPSA plan. They were able to get a visual of some of the construction on several campuses, the curriculum that was purchased, new positions that were created, or any other items that were made possible due to LCAP funding and their input from the previous year. Parents were also given handouts with an LCAP summary, the actions, and the changes based on stakeholder input. Attendees were then asked to go on google forms to answer questions regarding the goals and actions already in place. Parents were given the opportunity to provide input in their own words.

August 2022 - RSMS Parent/Student Registration and Information Days

September 2022 - Reef Sunset Middle School: Back-To-School Night

September 2022 - RSMS/GEARUP! Parent Workshop Session #1

October 2022 - SSC/ELAC Meeting #1

October 2022 - RSMS/GEARUP! Parent Workshop Session #2

December 2022 - RSMS/GEARUP! Parent Workshop Session #3

January 2023 - SSC/ELAC Meeting #2

January 2023 - RSMS/GEARUP! Parent Workshop Session #4

February 2023 - SSC/ELAC Meeting #3

March 2023 - RSMS/GEARUP! Parent Workshop Session #5

April 2023 - SSC/ELAC Meeting #4

April 2023 - RSMS Open House
May 2023 - RSMS RSMS/GEARUP! Parent Workshop Session #6
May 2023 - RSMS SSC/ELAC Meeting #5

Resource Inequities

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

All schools within Reef Sunset Unified are schoolwide programs. Resources are allocated to school sites by formula. There are no resource inequities for funding staff or materials/supplies.

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	0.17%	0.2%	0.18%	1	1	1
African American	0%	0.2%	0.35%	0	1	2
Asian	0.34%	0.5%	0.71%	2	3	4
Filipino	0%	%	%	0		
Hispanic/Latino	95.56%	96.2%	97.53%	559	553	552
Pacific Islander	0%	%	%	0		
White	3.93%	3.0%	1.24%	23	17	7
Multiple/No Response	0%	%	%	0		
Total Enrollment				585	575	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	208	200	179
Grade 7	168	209	191
Grade 8	209	166	196
Total Enrollment	585	575	566

Conclusions based on this data:

1. In the 2016-17 school year, RSMS welcomed the 6th grade class to our enrollment.
2. Over previous 3 years, RSMS has slightly decreased in enrollment.
3. Not much enrollment change occurred during 17-18 and 18-19 school year. There was a large population growth during the 19-20 school year. We anticipate a consistent enrollment during 2022/23 - 2023/24 of around 560 students.

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	225	236	268	38.5%	41.00%	47.3%
Fluent English Proficient (FEP)	218	185	152	37.3%	32.20%	26.9%
Reclassified Fluent English Proficient (RFEP)	6	3		3.2%	0.50%	

Conclusions based on this data:

1. During the 2017-18 school year, RSUSD updated the Reclassification requirements. RSUSD added iReady Benchmark and TELL assessment to the reclassification requirements. RSMS has decreased population of RFEP students in the last three years for the exception of 19-20 school year.
2. Between the school years of 18-19 and 19-20 RSMS has increased the number of EL students and decreases significantly the number of RFEP students.
3. Based on current data, and reclassification criteria, RSMS has developed a designated ELD period during the day where specific attention is paid to students needs based on their current level.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	160	198	180	155	147	176	155	146	176	96.9	74.2	97.8
Grade 7	199	212	180	197	161	178	197	160	178	99	75.9	98.9
Grade 8	179	173	192	175	140	189	175	138	189	97.8	80.9	98.4
All Grades	538	583	552	527	448	543	527	444	543	98	76.8	98.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2453.	2428.	2435.	4.52	0.00	3.98	13.55	9.59	12.50	26.45	26.71	19.89	55.48	63.70	63.64
Grade 7	2475.	2454.	2467.	3.05	3.75	2.81	18.27	17.50	20.22	24.37	17.50	23.03	54.31	61.25	53.93
Grade 8	2538.	2436.	2481.	4.57	0.72	4.23	33.14	9.42	19.05	34.86	16.67	21.16	27.43	73.19	55.56
All Grades	N/A	N/A	N/A	3.98	1.58	3.68	21.82	12.39	17.31	28.46	20.27	21.36	45.73	65.77	57.64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.10	0.68	5.11	30.32	50.68	42.61	62.58	48.63	52.27
Grade 7	6.09	5.66	7.30	27.92	46.54	55.06	65.99	47.80	37.64
Grade 8	11.43	2.17	8.47	48.00	39.13	49.21	40.57	58.70	42.33
All Grades	8.16	2.93	7.00	35.29	45.60	48.99	56.55	51.47	44.01

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.10	0.00	1.71	45.81	30.56	38.86	47.10	69.44	59.43
Grade 7	7.61	5.70	4.49	50.76	36.08	44.38	41.62	58.23	51.12
Grade 8	11.43	2.17	3.72	67.43	26.81	35.11	21.14	71.01	61.17
All Grades	8.73	2.73	3.33	54.84	31.36	39.37	36.43	65.91	57.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	5.16	2.05	4.55	49.68	65.07	54.55	45.16	32.88	40.91
Grade 7	5.58	5.66	7.87	60.41	58.49	66.85	34.01	35.85	25.28
Grade 8	6.29	3.62	7.41	63.43	48.55	65.08	30.29	47.83	27.51
All Grades	5.69	3.84	6.63	58.25	57.56	62.25	36.05	38.60	31.12

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.10	4.79	7.39	51.61	60.96	52.27	41.29	34.25	40.34
Grade 7	10.66	9.38	4.49	42.64	51.88	57.87	46.70	38.75	37.64
Grade 8	18.86	2.17	10.58	57.14	55.07	62.43	24.00	42.75	26.98
All Grades	12.33	5.63	7.55	50.09	55.86	57.64	37.57	38.51	34.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Cohort Data same students: from 20-21 to 201-22, RSMS showed growth in two areas. 1) Percent increase in overall standards met exceeded, nearly met; and 2) Percent decrease in % below standards.
2. From 20-21 to 21-22, RSMS increased in all areas of % Above, % At or Near in all areas of Reading, Writing, Listening, and Research/Inquiry.
3. In 21-22, RSMS performed highest in Listening, but lowest in Writing, which was also the case in 20-21 where Listening and Research were equal with Writing scoring the lowest.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	160	198	179	159	150	175	159	149	175	99.4	75.8	97.8
Grade 7	199	212	180	197	152	179	197	152	179	99	71.7	99.4
Grade 8	179	173	192	179	142	191	179	142	191	100	82.1	99.5
All Grades	538	583	551	535	444	545	535	443	545	99.4	76.2	98.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2448.	2405.	2407.	3.77	0.67	0.57	10.06	2.68	7.43	27.67	24.16	16.00	58.49	72.48	76.00
Grade 7	2446.	2416.	2438.	3.05	1.97	0.56	5.08	4.61	8.94	25.38	19.08	21.23	66.50	74.34	69.27
Grade 8	2503.	2416.	2436.	6.70	0.70	3.14	13.97	2.11	6.28	28.49	15.49	18.85	50.84	81.69	71.73
All Grades	N/A	N/A	N/A	4.49	1.13	1.47	9.53	3.16	7.52	27.10	19.64	18.72	58.88	76.07	72.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.55	0.68	0.57	27.67	25.00	25.14	64.78	74.32	74.29
Grade 7	4.06	3.29	2.79	21.32	26.32	32.40	74.62	70.39	64.80
Grade 8	13.41	2.11	3.16	31.28	22.54	30.00	55.31	75.35	66.84
All Grades	8.22	2.04	2.21	26.54	24.66	29.23	65.23	73.30	68.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	3.77	0.67	0.57	35.22	30.87	33.14	61.01	68.46	66.29
Grade 7	3.55	1.97	1.68	28.93	38.82	47.49	67.51	59.21	50.84
Grade 8	8.38	0.00	4.19	41.34	32.39	43.98	50.28	67.61	51.83
All Grades	5.23	0.90	2.20	34.95	34.09	41.65	59.81	65.01	56.15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	3.14	0.67	2.29	35.22	51.68	44.00	61.64	47.65	53.71
Grade 7	2.54	2.63	0.56	41.12	53.29	59.22	56.35	44.08	40.22
Grade 8	6.15	2.82	2.62	58.10	52.11	52.88	35.75	45.07	44.50
All Grades	3.93	2.03	1.83	45.05	52.37	52.11	51.03	45.60	46.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. RSMS is performing below the county and state average for proficiency levels in Math in all demographic categories.
2. The data shows slight growth from 20-21 to 21-22 in overall % meeting or exceeding. RSMS has reduced the % of students Not Meeting by 4% and decreased by 1% in Nearly Meeting.
3. in 21-22, RSMS has incorporated a new flexible RTI program that targets tier 3 and tier 2 students for Urgent Intervention based on teacher recommendation, SBACC, and STAR assessment results.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1486.8	1491.1	1493.5	1482.2	1481.5	1482.7	1491.0	1500.2	1503.8	58	98	93
7	1498.0	1489.2	1518.9	1488.5	1482.7	1516.5	1507.1	1495.3	1520.9	77	85	89
8	1507.2	1511.5	1522.2	1493.3	1496.6	1511.6	1520.5	1526.0	1532.4	58	59	81
All Grades										193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	2.04	3.23	20.69	33.67	25.81	46.55	41.84	43.01	32.76	22.45	27.96	58	98	93
7	2.60	4.71	15.73	20.78	16.47	29.21	42.86	49.41	32.58	33.77	29.41	22.47	77	85	89
8	6.90	8.47	6.17	20.69	30.51	39.51	39.66	33.90	32.10	32.76	27.12	22.22	58	59	81
All Grades	3.11	4.55	8.37	20.73	26.86	31.18	43.01	42.56	36.12	33.16	26.03	24.33	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	10.34	11.22	16.13	43.10	41.84	30.11	31.03	28.57	24.73	15.52	18.37	29.03	58	98	93
7	10.39	8.24	23.60	31.17	32.94	26.97	35.06	37.65	30.34	23.38	21.18	19.10	77	85	89
8	13.79	13.56	19.75	27.59	42.37	38.27	34.48	18.64	23.46	24.14	25.42	18.52	58	59	81
All Grades	11.40	10.74	19.77	33.68	38.84	31.56	33.68	29.34	26.24	21.24	21.07	22.43	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	1.02	1.08	3.45	11.22	6.45	39.66	52.04	49.46	56.90	35.71	43.01	58	98	93
7	0.00	1.18	3.37	9.09	7.06	15.73	42.86	41.18	46.07	48.05	50.59	34.83	77	85	89
8	5.17	5.08	7.41	10.34	25.42	18.52	43.10	32.20	40.74	41.38	37.29	33.33	58	59	81
All Grades	1.55	2.07	3.80	7.77	13.22	13.31	41.97	43.39	45.63	48.70	41.32	37.26	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	6.90	8.16	6.45	62.07	63.27	69.89	31.03	28.57	23.66	58	98	93
7	7.79	7.06	11.24	55.84	61.18	53.93	36.36	31.76	34.83	77	85	89
8	8.62	11.86	11.11	53.45	62.71	64.20	37.93	25.42	24.69	58	59	81
All Grades	7.77	8.68	9.51	56.99	62.40	62.74	35.23	28.93	27.76	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	17.24	32.65	23.66	60.34	51.02	50.54	22.41	16.33	25.81	58	98	93
7	18.18	28.24	48.31	59.74	55.29	32.58	22.08	16.47	19.10	77	85	89
8	22.41	32.20	27.16	50.00	45.76	58.02	27.59	22.03	14.81	58	59	81
All Grades	19.17	30.99	33.08	56.99	51.24	46.77	23.83	17.77	20.15	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	0.00	1.02	1.08	15.52	33.67	26.88	84.48	65.31	72.04	58	98	93
7	1.30	5.88	7.87	27.27	18.82	33.71	71.43	75.29	58.43	77	85	89
8	10.34	13.56	12.35	22.41	33.90	29.63	67.24	52.54	58.02	58	59	81
All Grades	3.63	5.79	6.84	22.28	28.51	30.04	74.09	65.70	63.12	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	3.45	6.12	5.38	68.97	77.55	78.49	27.59	16.33	16.13	58	98	93
7	1.30	0.00	5.62	71.43	78.82	79.78	27.27	21.18	14.61	77	85	89
8	0.00	3.39	2.47	81.03	72.88	86.42	18.97	23.73	11.11	58	59	81
All Grades	1.55	3.31	4.56	73.58	76.86	81.37	24.87	19.83	14.07	193	242	263

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. RSMS level 2 and 3 students account for 67.89% of the EL student population. RSMS EL students make up 50% of overall population.
2. RSMS adopted the StudySync program that has integrated and designated EL lessons. RSMS also dedicates a period a day for designated EL students. Focus on all EL standards
3. The writing domain is an area of concern although students are showing an increase in the area of "Well Developed" and high percentage of student in the "Writing Domain." Writing and Reading domains continue to be areas of concern despite slight growth.

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
566	97.5	47.3	0.2
Total Number of Students enrolled in Reef-Sunset Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	268	47.3
Foster Youth	1	0.2
Homeless	4	0.7
Socioeconomically Disadvantaged	552	97.5
Students with Disabilities	59	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	1	0.2
Asian	4	0.7
Filipino		
Hispanic	552	97.5
Two or More Races		
Pacific Islander		
White	7	1.2

Conclusions based on this data:

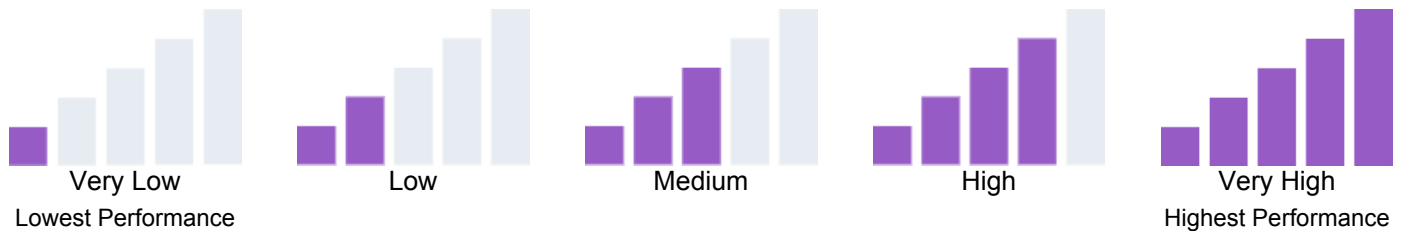
1. ELL are still almost half the population. RSMS will strategically focus on EL population and establish goal to increase reclassification each year by 10%
2. RSMS EL population has continued to increase with enrollment every year since the 18-19 school year.
3. Socioeconomically disadvantage and Hispanic students have maintained the same enrollment for five years. Enrollment has remained stable at RSMS the past two school years.

School and Student Performance Data

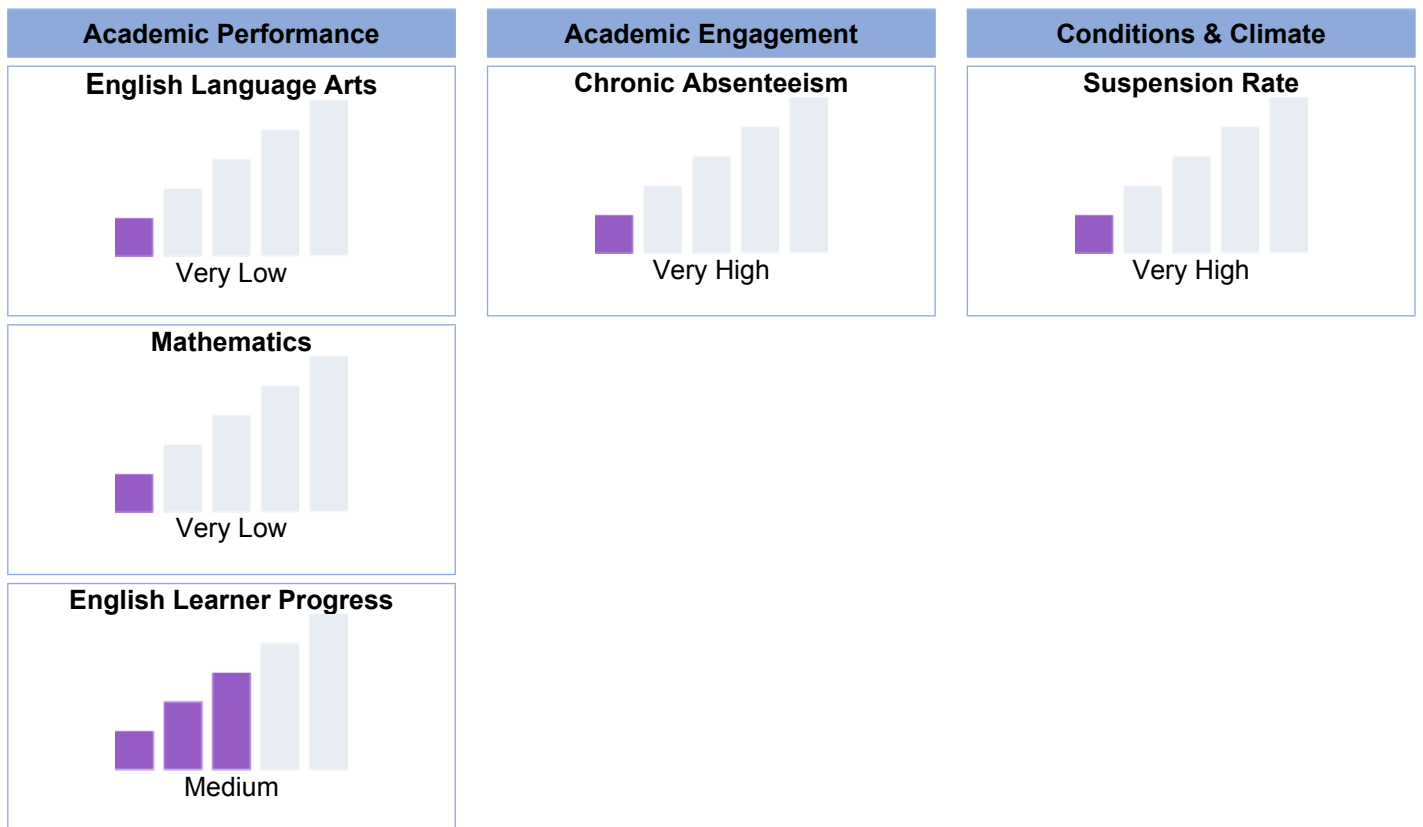
Overall Performance

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



Conclusions based on this data:

1. RSMS will continue to focus on Chronic Absenteeism and Student Suspension Rate, which both continue to be at Very High Levels.
2. SPSA goals are to increase ELA growth with 10% growth target. In math, the same approach would be a 10% growth target. 21-22 school year is considered a base year coming back to traditional school setting.

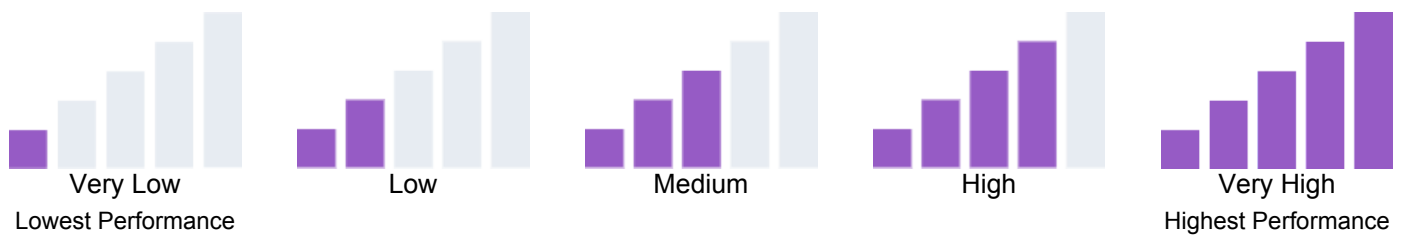
3. SPSA goal is to reduce the suspension rates. RSMS continues to use Time-To-Teach, Restorative Practices, MTSS counseling services, and other supports to reduce the suspension rates. RSMS goal is to reduce the rate by 5 percent using alternatives to out of school suspensions.

School and Student Performance Data

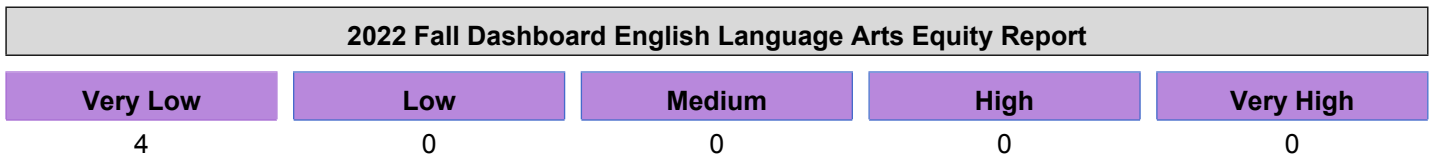
Academic Performance English Language Arts

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](#).

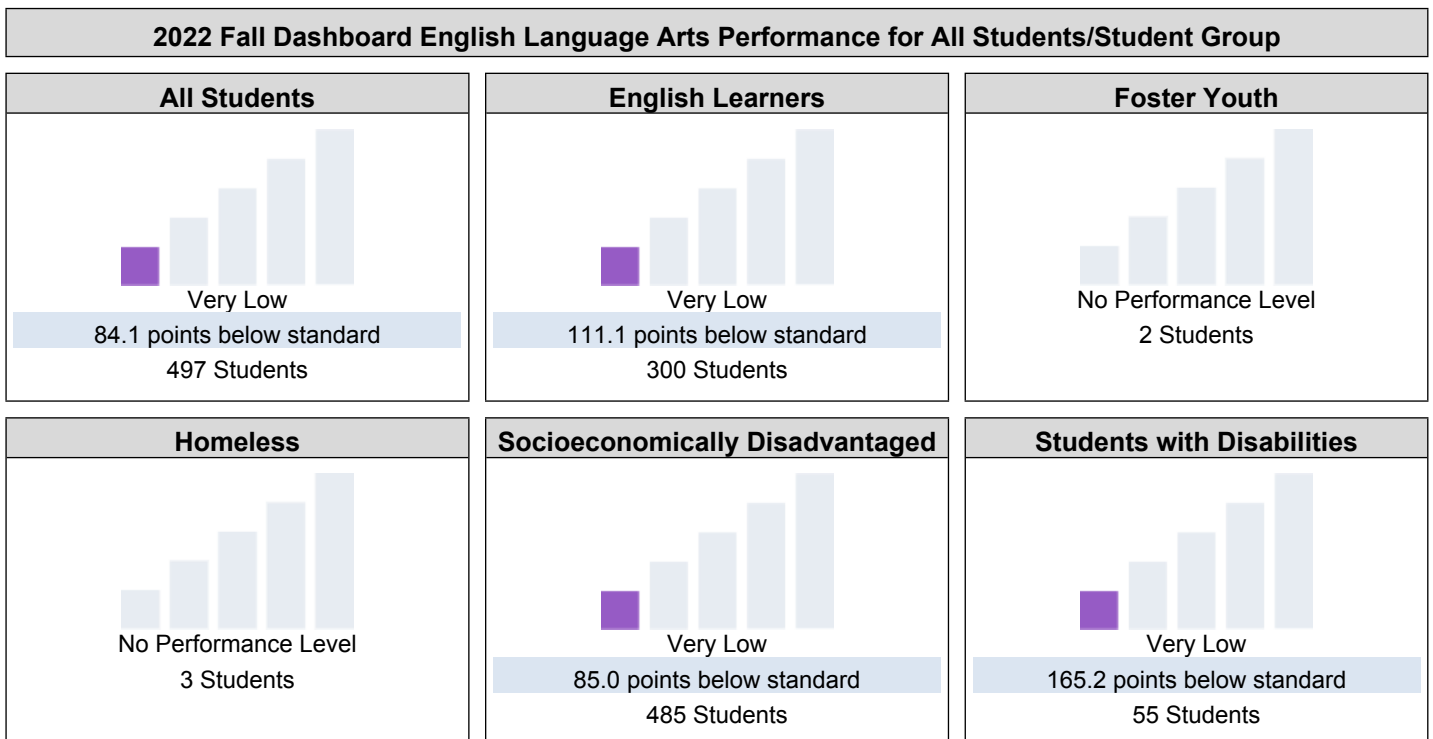
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



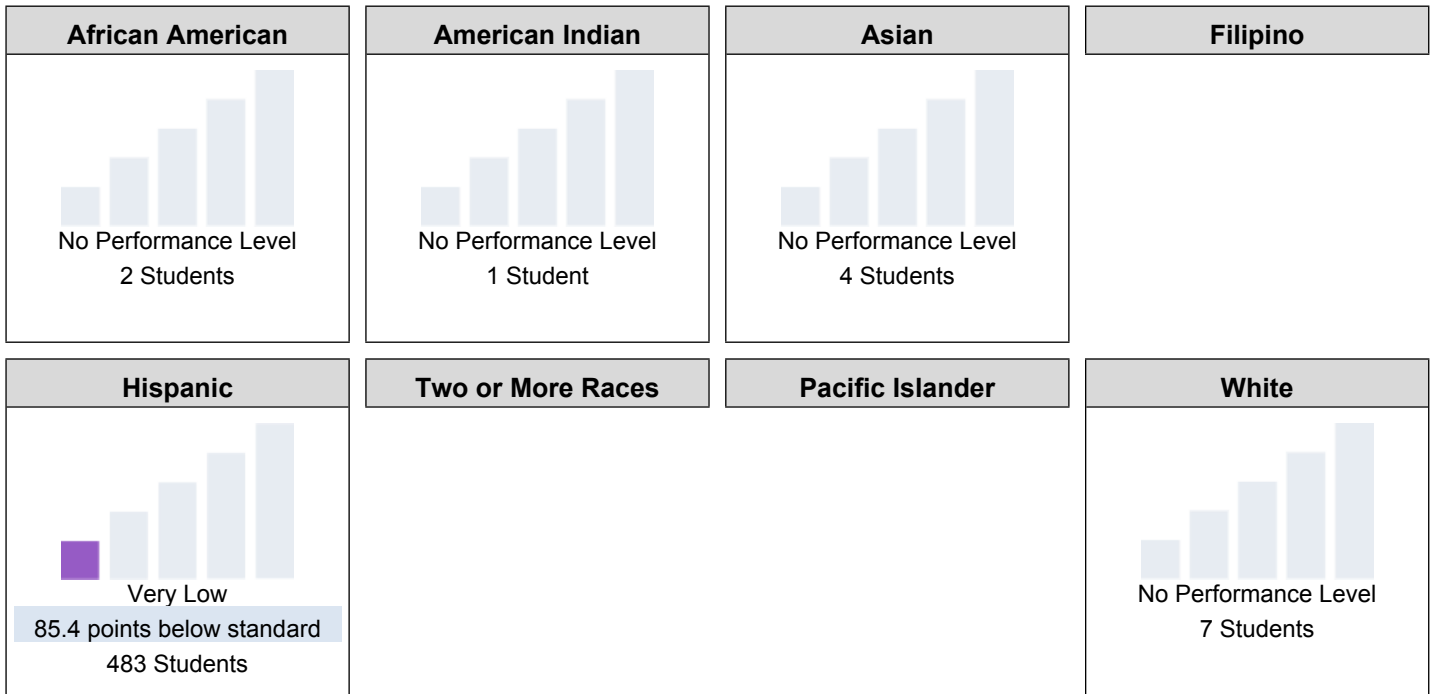
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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
135.5 points below standard 227 Students	35.2 points below standard 73 Students	70.5 points below standard 130 Students

Conclusions based on this data:

- RSMS has maintained or showed minimal growth in all demographic categories the past 3 years. In 2022, ELA made growth from 14% to 21% meeting or exceeding. But, has decreased the distance to level 3 except for SPED.
- RSMS Math/ELA teachers are receiving training on instructional collaborative structures and essential/anchor standards from Corwin on GRR implementation KCOE and Achievement Teams to implement IAB's into their curriculum maps.
- RSMS has implemented new Math Support and RTI intervention classes that targets tier 3 and 2 students needing Urgent Intervention according to STAR assessment and SBAC results. RSMS dedicates a designated period a day for RTI intervention, and a period a day for Designated ELD instruction of English Learners.

School and Student Performance Data

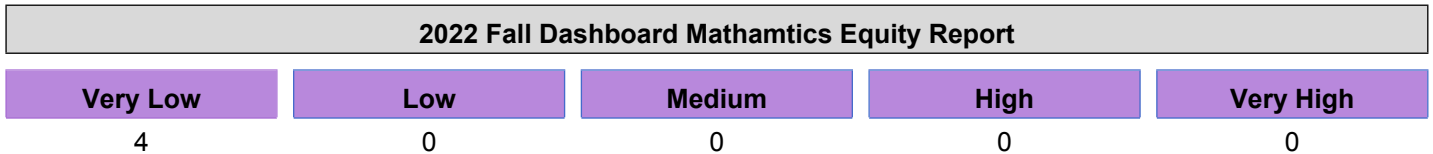
Academic Performance Mathematics

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](#).

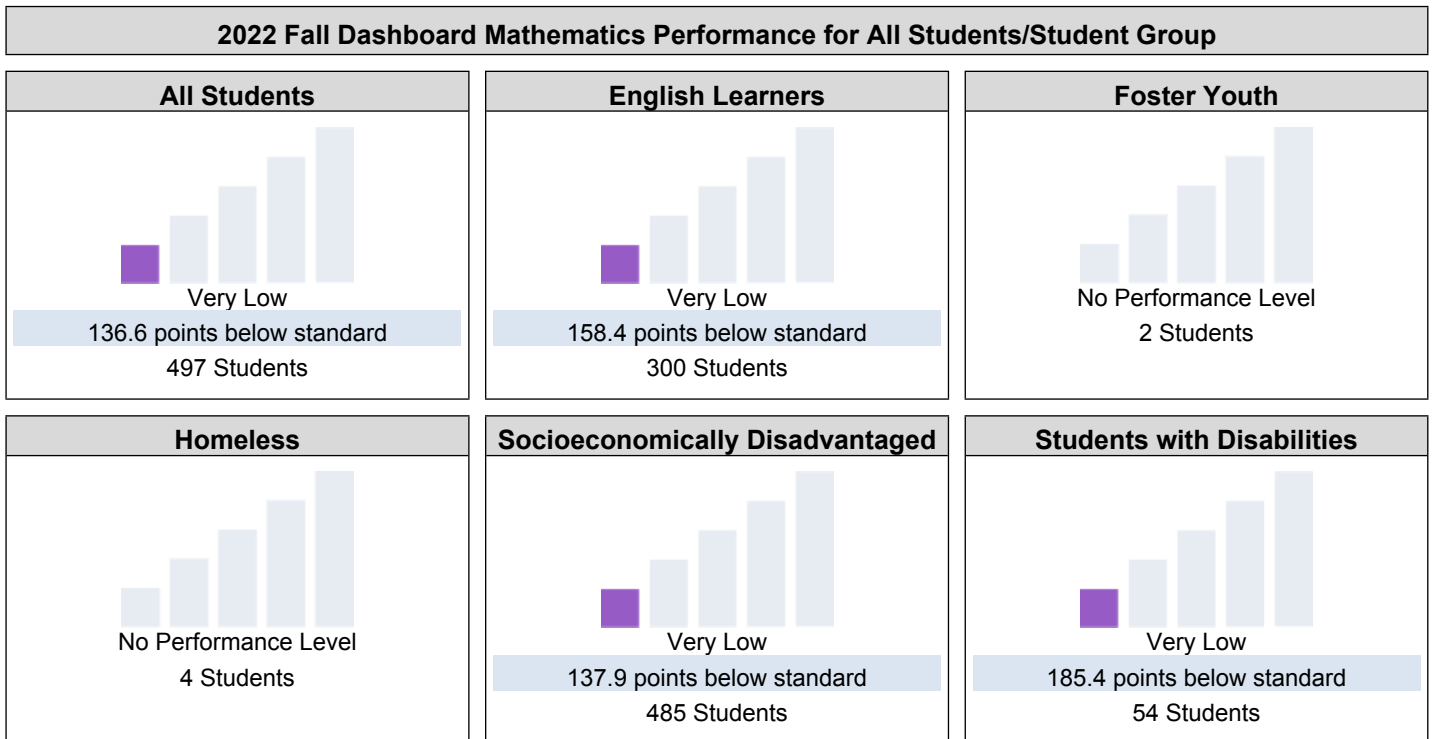
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



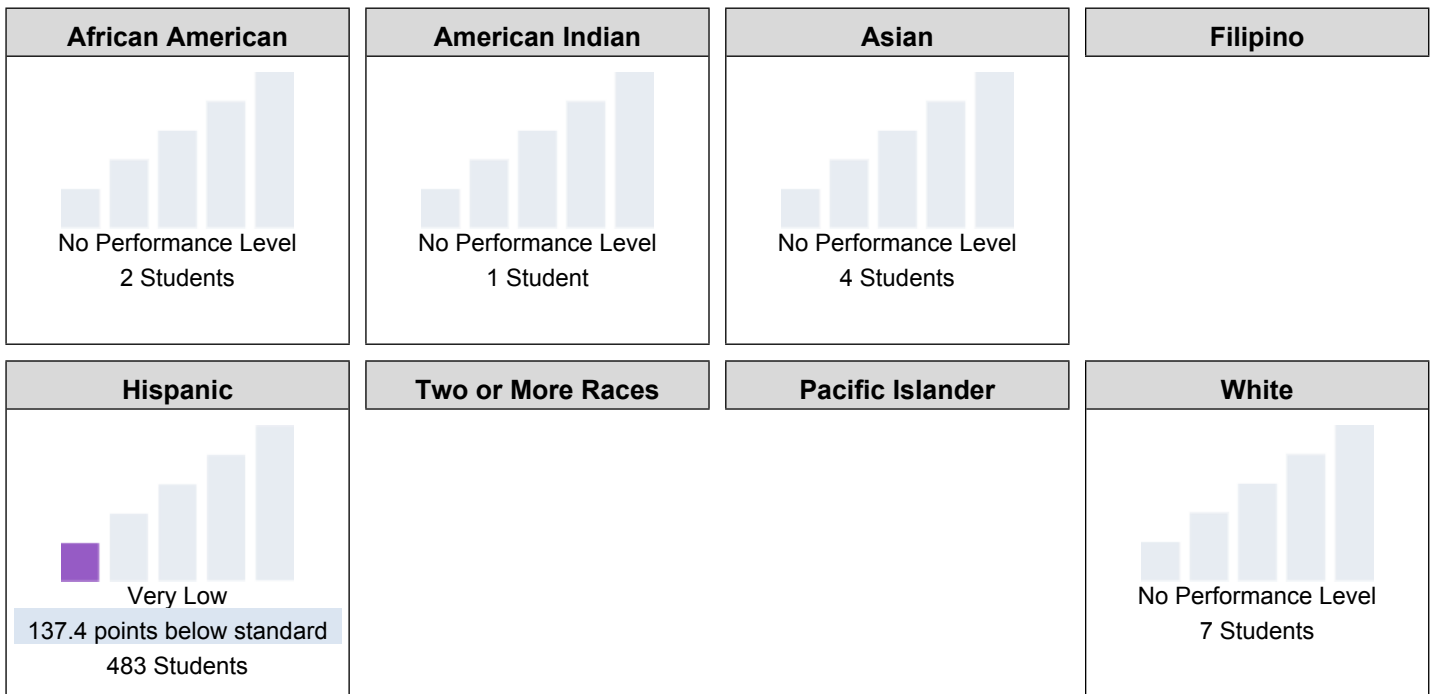
This section provides number of student groups in each level.



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 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 mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">177.4 points below standard</p> <p>227 Students</p>	<p style="background-color: #e6f2ff;">99.2 points below standard</p> <p>73 Students</p>	<p style="background-color: #e6f2ff;">135.2 points below standard</p> <p>129 Students</p>

Conclusions based on this data:

1. RSMS has either maintained or showed minimal growth in all demographic categories the past 2 years. RSMS improved from 4.3% to 9% meeting or exceeding in Math.
2. RSMS Math/ELA teachers are receiving training on instructional collaborative structures and essential/anchor standards from Corwin on GRR implementation KCOE and Achievement Teams to implement IAB's into their curriculum maps.
3. RSMS has implemented new Math Support and RTI intervention classes that targets tier 3 and 2 students needing Urgent Intervention according to STAR assessment and SBAC results. RSMS dedicates a designated period a day for RTI intervention, and a period a day for Designated ELD instruction of English Learners.

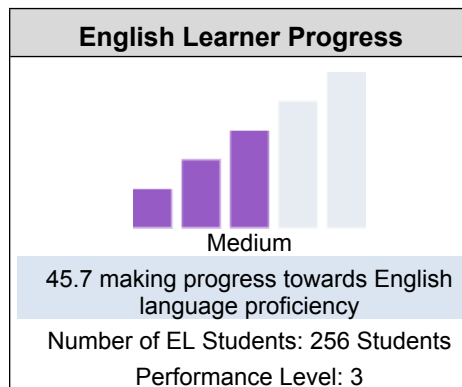
School and Student Performance Data

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
43	96	5	112

Conclusions based on this data:

1. RSMS has a majority of its EL population scoring at level 2 (36%). Followed close by level 3 (31%)
2. RSMS is addressing EL ability levels through designated ELD classes. The focus is on listening and speaking through collaborative structures.
3. RSMS conducts data chats with ELs to explain their academic growth over time. ELPAC scores are disaggregated and used for best practices of what each students strengths and weaknesses may be.

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:

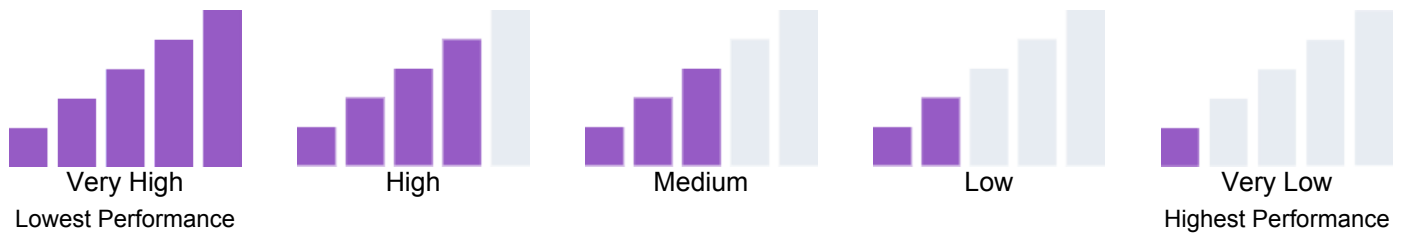
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School and Student Performance Data

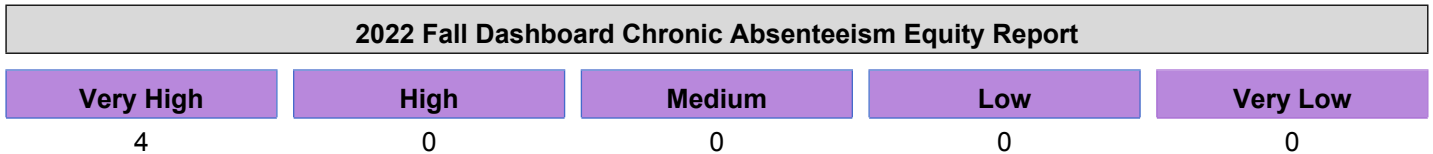
Academic Engagement Chronic Absenteeism

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](#).

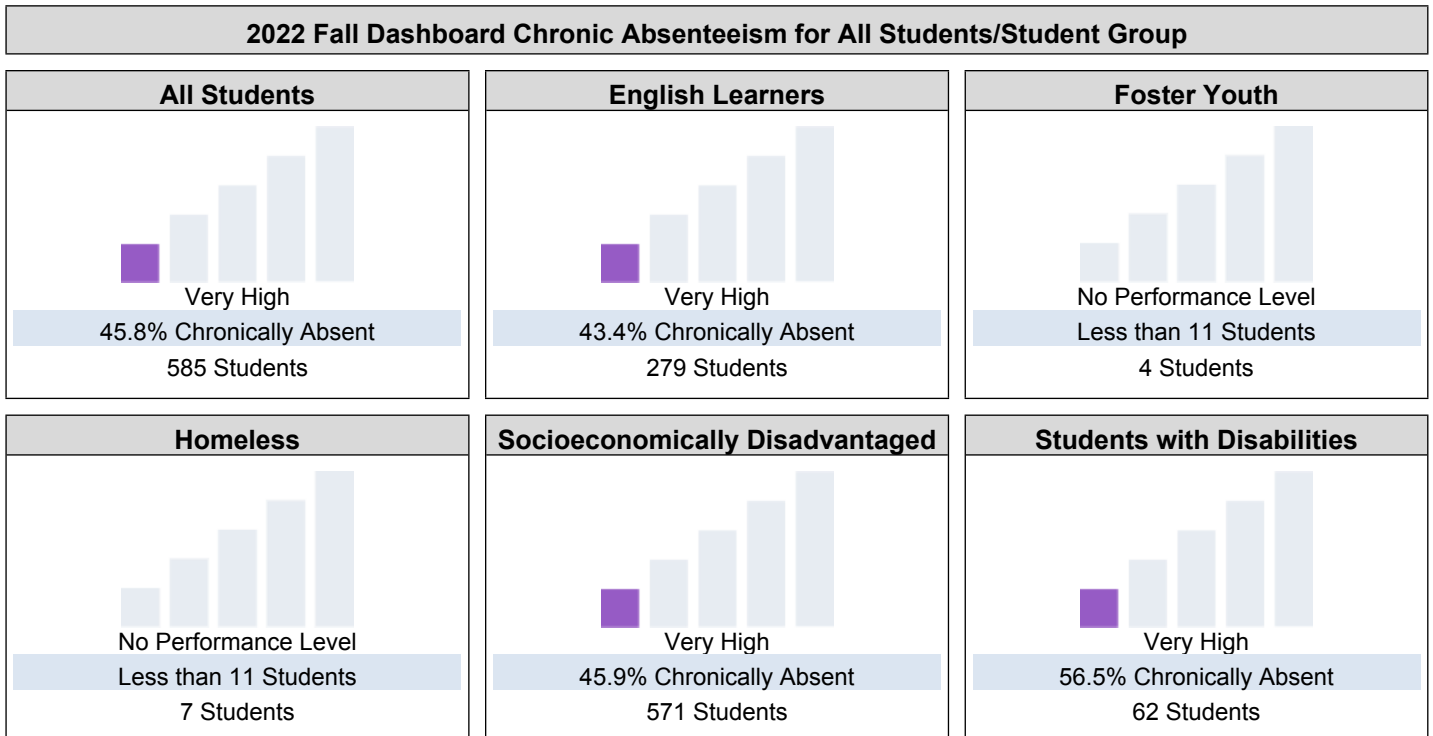
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



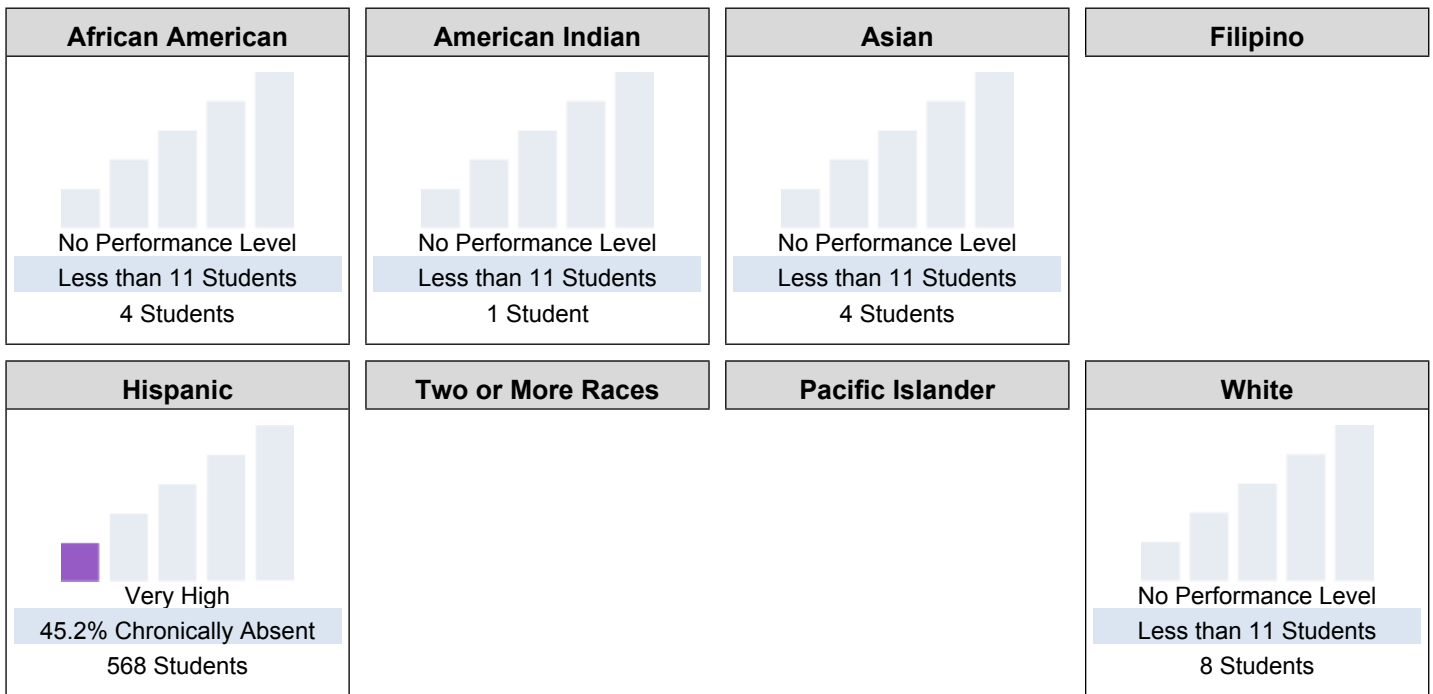
This section provides number of student groups in each level.



This section provides 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 by Race/Ethnicity



Conclusions based on this data:

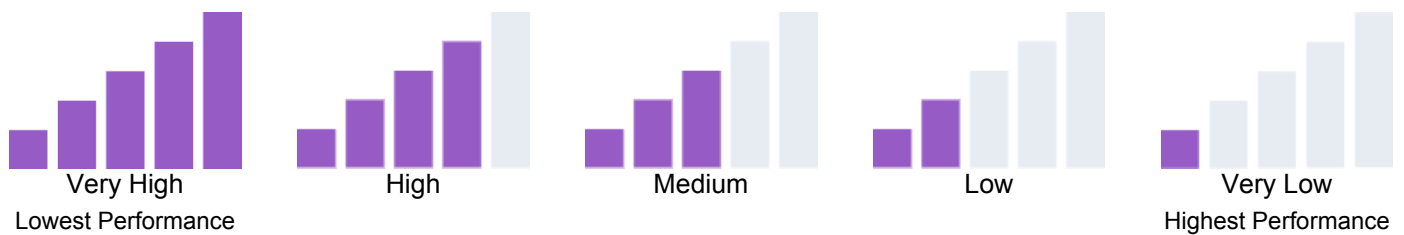
1. ELs and Socioeconomically Disadvantaged students are prioritized due to rated as a Very High concern.
2. RSMS moved into its first full year year back from Covid restrictions and would look for ways to overcome Covid absence problems.
3. RSMS has a vast majority of students in one subgroup which scores at the Very High level.

School and Student Performance Data

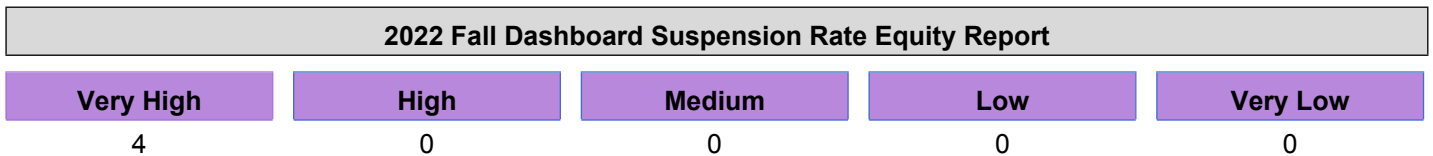
Conditions & Climate Suspension Rate

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](#).

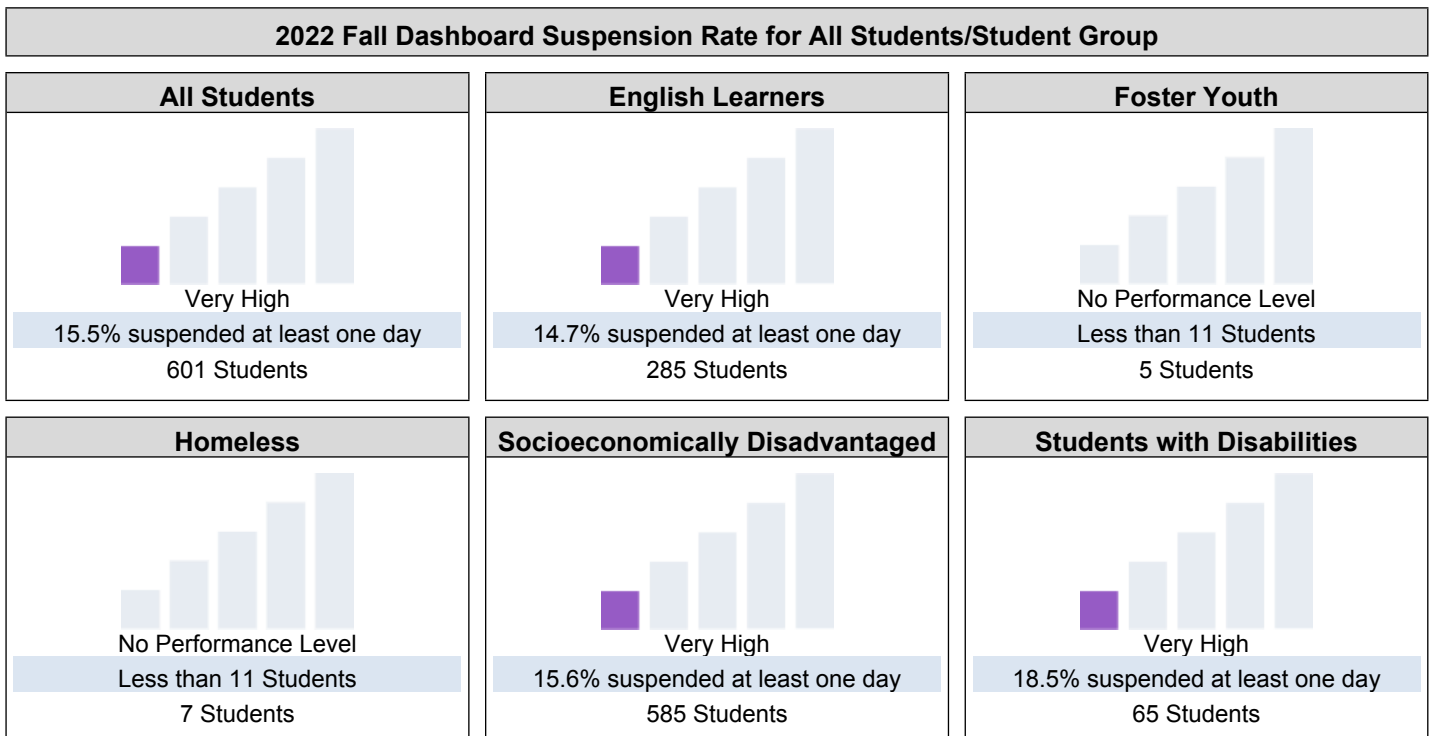
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



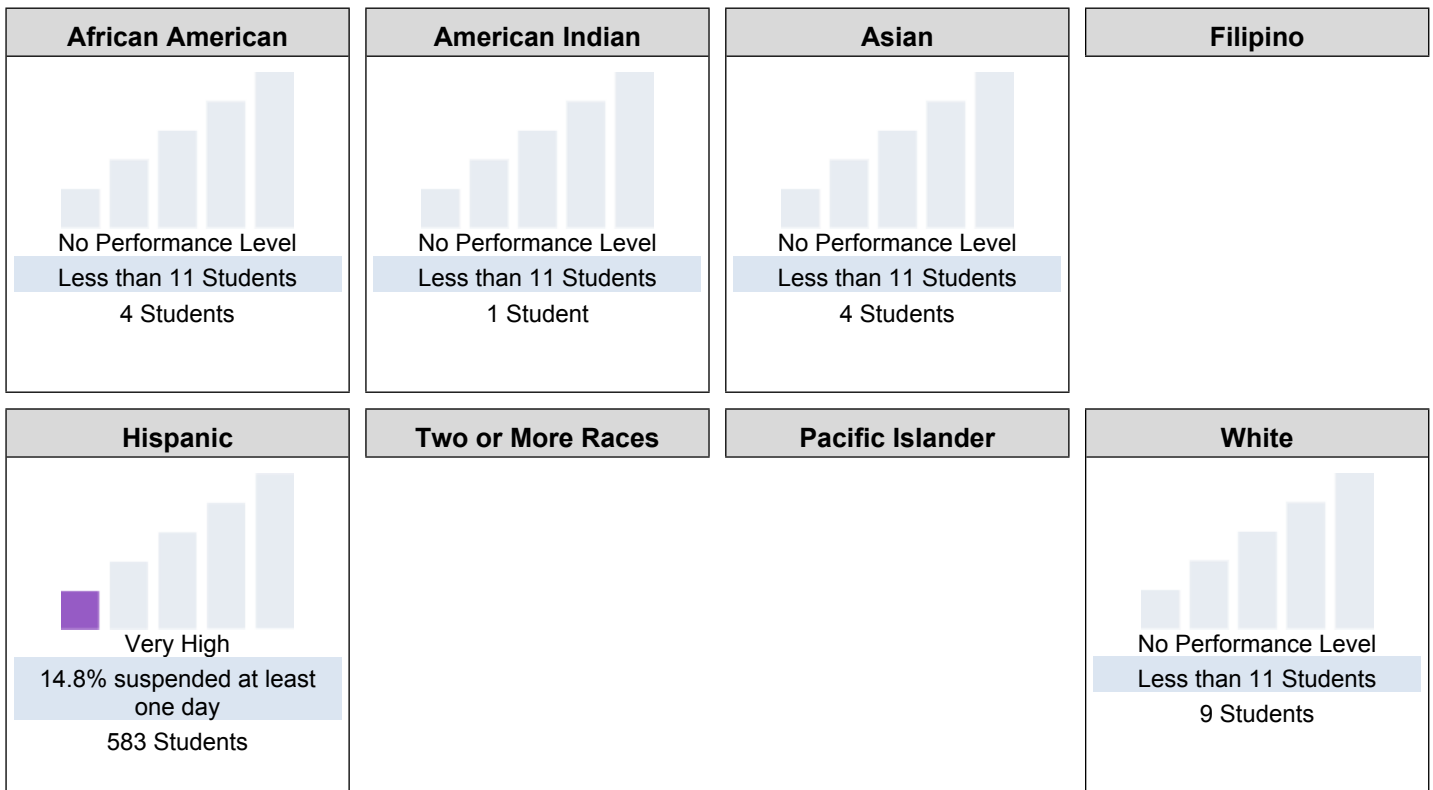
This section provides number of student groups in each level.



This section provides 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 by Race/Ethnicity



Conclusions based on this data:

1. Since 2020-21, RSMS has shown an increase in suspension rate, specifically in violations involving student conflict. RSMS has placed additional focus in MTSS and addressing Social-Emotional needs of students.
2. Students with disabilities is higher than other subgroup categories. This has been a trend for the last two years. Additional supports have been placed into this subgroup to increase capacity for resolving conflict.
3. English Learners has decreased from the same time period from 2022 to 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Goal 1

All students, including English Learners, Students with Disabilities and SED students will increase by 10% proficiency levels in Math and ELA, reduce the distance to level 3 gap by 15 points in Math and 10 points in ELA, and reduce the tier 3 average by 20%. We will be using SBAC, ELPAC, STAR for assessment and monitoring.

Identified Need

SBAC scores show still behind state average in ELA and Math. RSMS 2022 SBAC schoolwide baseline data shows 21% in ELA and 9% in Math. Initial baseline for Fall STAR assessments show the student average for ELA tier III is 55.2%, and proficiency levels is at 11%. In Math, the student average for tier III is 39.2%, and proficiency levels 21.6%. We will also use the baseline for SBAC for Spring 2022 which has schoolwide and subgroup data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: 2A. Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 4. Career Technical Education 5. Health Education Content Standards 6. History-Social Science 7. Model School Library Standards 8. Physical Education Model Content Standards 9. Next Generation Science Standards 10. Visual and Performing Arts 2B. EL access to CCSS and the ELD standards	Baseline: Based SBAC 2022 Data Report. RSMS did not administer SBAC assessment due to COVID-19 in 2020. RSMS Did administer SBAC assessment in Spring of 2021 and 2022. 1. ELA Yellow 2. Math Orange 3. ELD/ELA Orange ELD Math Orange 4. Student enrollment of enrichment is currently 60 5. Student Physical Education has taken the place of Health Education. Student pass rate is 40% for the beginning of the 2020 school year. 6. Student pass rate for History Social Science was 51% for the beginning of the 2020 school year.	2022-2023 School Year: 1. ELA maintain Yellow for CAASPP; 2. Math increase to Yellow from Orange for CAASPP 3. ELD/ELA Yellow, increase by 15 points. ELD Math maintain Yellow and increase by 15 points. ELPAC. Currently we are shown as "Very Low" and would want to increase to Low. 4. Maintain student enrollment of enrichment 5. Student pass rate for Physical Education will increase to 80% for the end of the 2022-2023 school year. 6. Student pass rate for History-Social Science will increase to 80% for the end of the 2022-2023 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>7. Re-evaluation of participation for Library</p> <p>8. Student Physical Education has taken the place of Health Education due to COVID 19. Student pass rate is 40% for the beginning of the 2020 school year.</p> <p>9. Student pass rate for Science was 55% for the beginning of the 2020 school year.</p> <p>10. For the 2019-2020 school year we had 1 in-person performance</p> <p>2B. Language and content objectives will be posted and taught in every classroom by every teacher</p>	<p>7. Increase rubric scored participation for Library by 10%</p> <p>8. Increase average by 5 laps.</p> <p>9. Student pass rate for Science will increase to 80% for the end of the 2022-2023 school year.</p> <p>2B. Language and content objectives will be posted on lesson plans and taught in every classroom by every teacher</p> <p>1. Collaborative Learning Structures (GRR) shall be utilized in all classrooms. Ongoing training through Corwin.</p> <p>2. CFA Data examined through Achievement Teams process.</p> <p>3. STAR benchmark assessment 4 times per year. Data used to design RTI classes.</p>
<p>Metrics State Priority 4 Pupil Achievement</p> <p>1. Statewide Assessments</p> <p>2. EL progress as measured by ELPAC</p> <p>3. EL reclassification rate</p>	<p>Baseline</p> <p>1. ELA Red and Math Orange</p> <p>2. 2022 ELPAC scores showed 39.5% of students making progress compared to 2021 at 30.5%</p> <p>3. Reclassification was for 2022 showed favorable growth students compared to 2021 school year</p>	<p>Expected Outcome:</p> <p>1. ELA Yellow and Math Yellow</p> <p>2. 2022 ELPAC scores showed student progress.</p> <p>3. Reclassification expected outcome is 25+ students for the 2021-2022 schoolyear</p>
<p>Metrics State Priority 7 Course Access: 7A) 1. Course Access for Grades 6-8</p>	<p>100% students have Course Access</p>	<p>100% students have Course Access</p>
<p>7B) Programs and services developed and provided for unduplicated students</p>	<p>Beginning of the 2021 school year</p> <p>6th Grade Current Student Growth Percentile = 9</p> <p>7th Grade Current Student Growth Percentile = 8</p> <p>8th Grade</p>	<p>STAR Reading:</p> <p>6th Grade: Current 9 = Expected Outcome by RP4 is = increase to 30</p> <p>7th Grade: Current 8 = Expected Outcome by RP4 is = increase to 30</p> <p>8th Grade: Current 6 = Expected Outcome by RP4 is = increase to 30</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Current Student Growth Percentile = 6 4. STAR Math 6th Grade Current Student Growth Percentile = 18 7th Grade Current Student Growth Percentile = 17 8th Grade Current Student Growth Percentile = 20	STAR Math: 6th Grade: Current 18 = Expected Outcome by RP4 is = increase to 35 7th Grade: Current 17 = Expected Outcome by RP4 is = increase to 35 8th Grade: Current 20 = Expected Outcome by RP4 is = increase to 35
7C) Programs and services developed and provided for individuals with exceptional needs	Survey: _____ of the students surveyed will feel well connected to their school. OR _____ students feel programs and services developed address student needs	Survey: _____ of the students surveyed will feel well connected to their school. OR _____ students feel programs and services developed address student needs
Metrics State Priority 8 Pupil Outcomes 1. ELA 2. Math 3. Science 4. Social Science 5. Physical Education (5th; 7th; and 9th grades.) 6. Visual and Performing Arts 7. CTE 8. Applied Arts 9. Electives as applicable.	2021-2022 School Year: 1. ELA maintain Yellow for CAASPP; Due to COVID-19, we are setting a local measure via iReady ELA. Current average by grade-level is: 2. ELD/ELA Yellow, increase by 15 points. ELD Math maintain Yellow and increase by 15 points. Due to COVID-19, we are setting a secondary measure, ELPAC. Currently we are shown as "Very Low" and would want to increase to Low. 3. Maintain student enrollment of enrichment 4. Student pass rate for Physical Education will increase to 80% for the end of the 2021-2022 school year. 5. Student pass rate for History-Social Science will increase to 80% for the end of the 2021-2022 school year. 6. Increase rubric scored participation for Library by 10% 7. Increase average by 5 laps. 8. Student pass rate for Science will increase to 80%	2021-2022 School Year: 1. ELD/ELA Yellow, increase by 15 points. ELD Math maintain Yellow and increase by 15 points. Due to COVID-19, we are setting a secondary measure, ELPAC. Currently we are shown as "Very Low" and would want to increase to Low. 2. Maintain student enrollment of enrichment 3. Student pass rate for Physical Education will increase to 80% for the end of the 2021-2022 school year. 4. Student pass rate for History-Social Science will increase to 80% for the end of the 2021-2022 school year. 5. Increase rubric scored participation for Library by 10% 6. Increase average by 5 laps. 7. Student pass rate for Science will increase to 80% for the end of the 2020-2021 school year. 8. For the 2021-2022 school year we will participate in 1 virtual performance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>for the end of the 2020-2021 school year.</p> <p>9. For the 2021-2022 school year we will participate in 1 virtual performance</p> <p>2B. Language and content objectives will be posted on lesson plans and taught in every classroom by every teacher</p>	<p>2B. Language and content objectives will be posted on lesson plans and taught in every classroom by every teacher</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)

English Learners - Newcomers

Strategy/Activity

Newcomers will be targeted for an intensive language development class to raise overall student achievement scores. ELL growth and reclassification rate shall improve by 10% as measured with ELPAC test.

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)

5,000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Newcomers and EL students designated classes for the students to receive extra services in English Language Development.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Raise the rigor: StudySync programs will assist teachers in supporting integrated ELD and Designated ELD. Deployment times will be use to implement Designated ELD curriculum. Students will be placed into classes according to language level and need for integrated and/or Designated

ELA/ELD instruction. Teachers will provide differentiated instruction to build students content knowledge using appropriate instructional scaffolds and supports.

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)

District Funded

Core Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Professional Learning Communities

Teachers will periodically create individual teacher and department SMART goals based on student data, including: Formative Assessments, Summative Assessments, iReady Diagnostic, and SBAC scores. Unit Planning coordinated alongside scheduled CFA's and through the use of Achievement Teams practice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,000

Title I

5000-5999: Services And Other Operating Expenditures

Virtual Conference Registration, Webinars, and/or in person conferences, including ACSA Academy

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and Specific Student Groups such as SPED and EL students

Strategy/Activity

5. Language and Content Objectives, Instructional Practice

Teachers will post Language and Content Objectives daily. Teachers trained in the use of Gradual Release of Responsibility (Collaborative Structures)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Teachers write LO/CO daily

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Materials, Supplies, & Technology
Supplies for Office staff, Counselor, and Library to assist with student service programs to include computers

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)
18,000	Title I 4000-4999: Books And Supplies Classroom student supplies, RSMS Career Day, student supplies for distance learning. Intervention materials
4,000	Title I 5000-5999: Services And Other Operating Expenditures maintenance agreement for copy machine
3,000	Title III 5000-5999: Services And Other Operating Expenditures Licenses for just EL's Rosetta Stone etc.
2,000	Title I 5000-5999: Services And Other Operating Expenditures Smarty Ants License, Gizmos, and individual licenses such as Near Pod, Padlet, Peardeck, etc
12,772	Title III

	4000-4999: Books And Supplies Just for EL's: Classroom supplies, student supplemental materials, intervention materials
10,000	Title I 4000-4999: Books And Supplies MacBook Airs, iPad Pros, TV adapters, cases for iPads for students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

Student expenditures were increased due to COVID-19, and based on addressing learning loss needs. These supplies were provided to improve student achievement in academics.

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

Actions 1, 3 and 8 were discontinued.
Action 7: Increase of \$10,000 was applied to student supplies and \$200 to copier costs for student materials.
New Action one for \$4,000 to target newcomer language development.

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.

Action 4: RSMS admin will be attending ACSA academy
SBAC, STAR assessments will be added to the measurable outcomes section

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priorities 1: Basic, 5: Pupil Engagement, 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

Measures will be taken to improve campus safety, lower suspension rates, and make the school culture more positive by the end of the 2021-2022 school year.

Identified Need

Reduce the suspension rate from 2018-2019 school year by 2% (9.6%-7.6%) Specifically SPED students, Maintain attendance rate from 20-21 school year of 97%. Reduce Chronic Absenteeism by 2% We will use CAASP dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6A: Suspension Rate-All Students	9.6% Suspension Rate for All Students	Decrease Suspension Rate for All Students by 2%
5A: School Attendance Rates	96.58% School Attendance Rates	Increase School Attendance Rates by 1%
5B: Chronic Absenteeism Rates	5.2% Chronic Absenteeism Rates	Decrease Chronic Absenteeism Rates by 1%
5C: Middle School Dropout Rates	0% Middle School Dropout Rates	Maintain Middle School Dropout Rates at 0%
6B: Pupil Expulsion Rates	0% Pupil Expulsion Rates	Maintain Pupil Expulsion Rates at 0%
6C: Reduce Suspension Rate - SPED Students		
1A. The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed	Maintain at 100% of teachers are appropriately assigned and fully credentialed
1B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials	100% of students have sufficient access to the standards-aligned instructional materials	Maintain at 100% of students have sufficient access to the standards-aligned instructional materials

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1C. School facilities are maintained in good repair.	99% of school facilities are maintained in good repair.	100% of school facilities are maintained in good repair.

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 - to include English Learners, Low Income and Homeless

Strategy/Activity

Positive Behavior Instruction and Support (PBIS), Time to Teach (TTT), and Restorative Justice Implementation and continuing use of programs will support positive school climate, and student self-esteem. Purchase incentives for student accomplishments and using the MTSS model to assist T1, T2, and T3 students.

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)

2,273

Source(s)

Title I
2000-2999: Classified Personnel Salaries Reinforce help in helping with school climate and culture as we continue to refine RSMS MTSS, PBIS and Restorative Justice Systems, includes classified salaries and 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 - to include English Learners, Low Income and Homeless

Strategy/Activity

Increase measures of College and Career Readiness education
Increase numbers of students in RSMS AVID curriculum, incorporate AVID strategies in core curriculum, and Step-Up to college club Purchase AVID, Leadership and Spirit Shirts. Two certificated staff will teach one AVID and one AVID class. One staff member will teach Leadership class.

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)
4500	Title I 1000-1999: Certificated Personnel Salaries Increase numbers of students in RSMS AVID curriculum incorporated AVID strategies - teacher salary
1,273	Title I 2000-2999: Classified Personnel Salaries Increase student support in the classroom and after school intervention
4500	Title I 1000-1999: Certificated Personnel Salaries Increase numbers of students in RSMS Leadership -teacher salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Increase number of students in RSMS STEAM program
Increase numbers of students in STEAM program to promote 21st century skills. Purchase science lab equipment for enrichment in STEAM.

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)
4500	Title I 1000-1999: Certificated Personnel Salaries Increase numbers of students in STEAM program to promote 21st century skills -teacher salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Student Support Coordinator to improve campus safety, lower suspension rates, and assist with the school culture improvement.

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)
175926	Title I 1000-1999: Certificated Personnel Salaries Salaries and benefits for student support coordinator
2000	Title III 1000-1999: Certificated Personnel Salaries Salaries and benefits for student support coordinator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Student Incentives to improve school culture, provide SEL support, monitoring growth for EL reclassification

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)
4500	Title I 4000-4999: Books And Supplies RSMS career week, Student of the Month, Diamondback of the Month, Student awards assemblies/recognition etc.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 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.

Attendance rate goals were met. School spirit gear was depleted. Suspension rate showed a decrease. These objectives lead to a safer and improved school culture. Still a need to support post distance learning behaviors to reintegrate social norms

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

Teachers were designated to strengthen elective classes with Art, Leadership and STEAM classes.

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.

Action 2 was amended to include three Certificated teachers to assist with AVID and Leadership implementation.

Action 3 was amended to include one Certificated teacher was added to assist with STEAM implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 3: Parent Involvement

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 4

Increase participation of parent and community involvement at RSMS

Identified Need

We would like to increase parent participation as it is important to communicate ongoing changes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	The initial Empowerment meeting was attended by 30 parents.	Increase parent Empowerment meetings by 10 parents = 40 parent participants.
3B: Parental involvement for unduplicated students	The initial Empowerment meeting was attended by 30 parents.	Increase parent Empowerment meetings by 10 parents = 40 parent participants.
3C: Parent involvement for students with Exceptional needs	100% of parents attending IEP meetings	100% of parents attending IEP meetings

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 - to include English Learners, Low Income and Homeless

Strategy/Activity

Provide parent education days
 Provide opportunities for parent education to increase school-home connection, such as Google documents and Aeries gradebook. Provide parent raffle prizes for parent education workshop.
 Invite parents to virtual or in-person school events, and purchase refreshments: Parent Conferences, Family Literacy Night, and Student Awards.

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)

8000

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
Provide parent participation prizes for parent education workshop. Purchase Envelopes for mailing report cards and other important school information. Invite parents to virtual or in-person school events, and purchase refreshments for Parent Conferences, Family Literacy Night, and Student Awards.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and specific student groups

Strategy/Activity

3. Increase parent participation in ELAC and SSC.
Send out an nominations, discuss the importance of committees at events, and have office staff personally call nominees to encourage participation

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)

0

Source(s)

Ongoing system at RSMS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and specific student groups

Strategy/Activity

Communicate with Parents by translating for community events

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)
2000	Title I 2000-2999: Classified Personnel Salaries Salaries and benefits. classified overtime for translating at school events for parents

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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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.

The events were more widely attended this year as Covid related restrictions were softened. Addition of Aeries Parent Square aides in communication Some meetings are still held virtually, but have allowed more parents who cannot attend to participate.

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

Action 1 amount was added, as it was not planned last year, to encourage participation at community events.

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.

Action 1 was increased to encourage participation at community events.
Action 3 was discontinued temporarily due to COVID-19. Hasa since been reinstated
Action 4 translator amount was decreased due to the amount of fewer community events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

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	\$242,387
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$270,244.00

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 (\$)
Title I	\$239,472.00
Title I Part A: Parent Involvement	\$8,000.00
Title III	\$22,772.00

Subtotal of additional federal funds included for this school: \$270,244.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$270,244.00

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
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Title I	239,472.00
Title I Part A: Parent Involvement	8,000.00
Title III	22,772.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	196,426.00
2000-2999: Classified Personnel Salaries	5,546.00
4000-4999: Books And Supplies	53,272.00
5000-5999: Services And Other Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Title I	189,426.00

2000-2999: Classified Personnel Salaries	Title I	5,546.00
4000-4999: Books And Supplies	Title I	32,500.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	8,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,000.00
4000-4999: Books And Supplies	Title III	12,772.00
5000-5999: Services And Other Operating Expenditures	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,772.00
Goal 2	199,472.00
Goal 4	10,000.00

School Site Council Membership

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

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

Name of Members	Role
Adriana Ayala	Parent or Community Member
Ana Nieto	Parent or Community Member
Jose Barrera, Sr	Parent or Community Member
Patricia Gonzalez	Parent or Community Member
Eric Smyers	Principal
Jose Barrera, Jr	Classroom Teacher
Chelsea Sagasser	Classroom Teacher
Michael Grantham	Classroom Teacher
Fernanda Aispuro	Parent or Community Member
Myrtha Rios	Other School Staff
Hugo Ramirez	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

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 01/30/2023.

Attested:



Principal, Eric Smyers on 01/30/2023



SSC Chairperson, Adriana Ayala on 01/30/2023

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 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.

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 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 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/guidanceuseseseinvestment.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/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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