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
Roy Cloud School	41-69005-6044432	Friday, October 20, 2023	Wednesday, November 8, 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)

NA

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

The Roy Cloud School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed:

1. By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

2. By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

3. By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Roy Cloud School has detailed actions and services that align to the three main goals of the RCSD LCAP. Each School Site Council meeting discusses programs and personnel relating to these three main goals.

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).

A climate survey was administered in the 2022-2023 school year with a 75% response rate. In grades 3-5, 76% of the population who filled out the form stated they have a positive relationship with their teachers, 73% commented favorably on school safety, 64% commented favorably on school belonging, and 61% commented favorably on school climate. In grades 6-8, 82% commented favorably in the school diversity and inclusion efforts, students commented with 72% positivity related to accessibility, 62% commented favorably in regards to school safety, and 52% commented favorably with cultural awareness. In looking at the student data, Roy Cloud will continue its efforts in areas focusing on school climate, safety and inclusion. We will look for areas of opportunity in rigor and improving school engagement in the middle school. For teachers and staff, 74% commented favorably on school climate. For Roy Cloud families, 81% of families who filled out the form commented favorably on school safety, 73% commented favorably on school climate, and 50% commented favorably on cultural awareness. We'll continue to engage our adult communities to build our safety measures, while also looking at areas to improve cultural awareness and importance.

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

Site Administration (Principal and Assistant Principal) visit classrooms at least weekly to observe the classroom environment, academic instruction, and implementation of district-adopted curriculum, PTO-funded programs, and our Social Emotional Learning program through implementation of lessons based on Character Strong. Observations of teacher and student behavior has led to focused work in the area of Social Emotional support in grades K-8, and focusing attention around the RCSD Learner Framework. Findings include strong grade level team collaboration; experienced staff; occasional cross grade level collaboration; teachers supplementing the curriculum; enhancing lesson plans to address student needs efficiently and effectively with the use of the MTSS Framework, UDL strategies and Equity in Education coaching and implementation.

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)

Roy Cloud uses state and district assessments to modify instruction and improve student achievement, including SBAC, CAST, CAA (grades 3-8), iReady Diagnostics in math and reading (grades K-8), Brigance in Kindergarten, FastBridge in K-2, CRLP framework and BPST phonics assessments, Heggerty phonics, Literably, as well as benchmark assessments in the district-adopted math curriculum Illustrative Math. This information was helpful to gauge student readiness levels entering the 2023-2024 school year and will be used to analyze growth patterns. Currently, districtwide, the iReady online assessment, FastBridge, CRLP, BPST, and Literably are used for progress monitoring for Phonics, Reading and Math. The assessments are administered multiples times each school year. The district provided assistance in assessing with Brigance for Kindergarten Readiness of Basic Skills. K-2 Teachers were provided substitute teachers so they could work 1:1 with students administering all other assessments. The district provided support in administering the ELPAC to our Emerging Multilingual students. The ALPI is used for qualified students in special education.

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

Continuing from previous years, Roy Cloud is dedicated to embedding a systematic plan for data collection and analysis to ensure students have access to intervention levels 1, 2, and 3 as part of a comprehensive Multi-Tiered Systems of Support (MTSS) plan. This will include universal screenings for Reading and Math three times/year, and a plan to utilize data to identify students who need more or less intensive supports. In the 22-23 school year, the Roy Cloud staff created a bank of universal practices to support our multiple learners in an effort to increase access to the curriculum in ways that made more sense to them. This bank of universal practices lives in the Roy Cloud Staff Handbook and is used as part of the intervention process when supporting student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

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

RCSD provides staff development personnel to provide professional development and to provide access to instructional materials/training, and coaching for grade levels and individual teachers, as needed.

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

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance and professional needs. This includes trainings from SMCOE's School Safety and Risk Prevention personnel, Pedagogy of Confidence (POC), and Character Strong.

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

Roy Cloud has access to district coaches, who provide professional development and resources. District funds are used to secure a full time Reading Intervention Specialist for grades TK-3; part time 4th-8th grade Reading Intervention Specialist (split with site funds); a full time LMFT; a full time Academic Counselor (split with site funds); a full time PE teacher for grades 6-8; a full time Music teacher (split with site funds); and a full time MTSS TOSA. Funds from our PTO support fifty percent of a STEAM TOSA to support instruction for all students in the NGSS and ISTE standards for all students, while the district supports the other 50%.

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

Grade Level Planning (Tk-8)and Department (Specialists, 6-8) Planning is provided twice a month. In addition to this, all teachers engaged in staff development once a month to learn, apply, and enhance the school's approach to improving climate and culture, and adhering to the district's Learner Framework. This year, we are also dedicating much of our staff time together to learn and grow with our new district-adopted math program and student-led goal setting structure.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to content and performance standards, per district guidelines. We continue with integrated STEAM Units in grades TK-8.

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

Adherence to recommended instructional minutes for reading/language arts and mathematics (TK–8) are per district guidelines.

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

Lesson pacing schedule (TK–8) and master schedule flexibility are per district guidelines to ensure teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

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

RCSD ensures that all students have access to Standards based instructional materials appropriate to all student groups and in accordance with the Williams Act requirements

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

Roy Cloud School uses SBE-adopted and standards-aligned instructional materials. Additionally, reading intervention specialists use evidenced-based instructional materials; our resource specialists and special education teachers utilize additional evidences-based programs (SIPPS and READ180, for example) based on student need.

Opportunity and Equal Educational Access

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

English Language Development (Emerging Multilingual) instruction is integrated into the curriculum and instruction, as well as provided focused time with our Intervention Specialists with supplemental material of Language Power. Roy Cloud has two Specialized Learning Centers for students in grades 3-5 and 6-8. All are mainstreamed for portions of their day in general education classes, according to their IEP goals. TK-8 Students in the Resource Learning Center program receive push in and pullout services according to their IEPs, and to ensure access to the regular program.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Roy Cloud includes MTSS instruction in small groups for math, reading and online applications such as iReady activities for Reading and Math, Actively Learn, Newsela and Literably.

Parental Engagement

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

The Roy Cloud Community including family, school, and district offers resources to support students who are underachieving, including support from a TK-3 Reading Intervention Specialist, 4-8th Reading Intervention Specialist, district parent education events, technology devices and software applications, support of a STEAM TOSA, additional support for an academic counselor.

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)

Roy Cloud School has a School Site Council involved in the planning, implementation, and evaluation of programs. Emerging Multilingual Learner categories and topics are included on each SSC agenda. Parents also participate through the Site Self Assessment and the Annual Climate Survey. We are currently engaging with our Emerging Multilingual Learner population regarding the interest and start of an ELAC committee.

<u>Funding</u>

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

State and Local funding provide services in the areas of Academic Counseling, a full time LMFT, a TK-3 Reading Intervention Teacher, 4-8th Reading Intervention Specialist, Positive Behavior Intervention and Supports (PBIS) education, assistance for Individualized Education Plans (IEPs) and Student Success Teams (SST) meetings, attendance monitoring, and MTSS Tier 1, 2 and 3 support.

Fiscal support (EPC)

Fiscal support is provided through local Measure U dollars as well as from the site PTO.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the SPSA (EC Section 64001[g][1]). The SPSA is reviewed annually and updated, including proposed expenditures of funds allocated to the school and the Local Control and Accountability Plan (LCAP), if any, by the SSC (EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data is reviewed monthly to determine student progress and progress toward actions and services. ELAC parents were sought after and encouraged to attend meetings, as well as indicate their interest level in starting a site ELAC committee. Each month, updates are provided on Emerging Multilingual Learners, including assessments, numbers, progress, instruction and reclassification. The School Site Council Meetings are open to all Roy Cloud families, as well as community members.

The members of the SSC represent the composition of school's pupil population. (EC Section 65000[a]). The members include principal, vice principal, classified personnel, classroom teachers, parents of pupils attending and other members of the community. This represents five paid and five non paid positions. The minimum numbers of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his/her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members). Parents are elected by other parents in the school community; teachers are elected by teachers and classified staff is elected by classified personnel. Parents of English Learners are involved in the development of the school plan.

Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	2021-2022 Dashboard	2022-2023 Dashboard (projected)	2021-2022 Dashboard	2022-2023 Dashboard (projected)

ATSI Criteria:
A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

Resource Inequities

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

Based on SWIFT self assessment completed in March 2019 by a committee including general education and special education teachers, administrators, parent members, and district administration, a fully implemented Multi-Tiered System of Support framework was needed. The resource inequities that were identified are lack of advanced tier interventions especially in the areas of academic and behavior support. Base on this data, professional development was provided in MTSS with regards to student behavioral and academic needs, specifically with reading. These professional development opportunities are ongoing.

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

By June of 2024, every student in the RCSD will receive high quality, grade level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Metrics: Enrollment, chronic absenteeism, suspensions

Identified Need

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	**Number of Students**		
	21-22	**22-23**	**23-24**
American Indian or Alaskan Native		0	0
Asian	58	54	40
Black or African American	3	3	3
Decline to state		0	0
Filipino	7	6	5
Hispanic/Latino	135	136	129
Native Hawaiian or Other Pacific Islander	5	4	1
Two or More Races	41	59	70
White	377	371	368
	628	633	616

Student Enrollment
Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade Level	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	72	71	96
Grade 1	71	74	72
Grade 2	73	88	76
Grade3	57	57	55
Grade 4	60	65	54
Grade 5	78	64	65
Grade 6	66	79	61
Grade 7	78	62	79
Grade 8	73	73	59
Total Enrollment	628	633	616

Chronic Absenteeism

Student Groups	**2022-2023**		**Target**	
	Count	**Rates**	**2022-23**	**2023-24**
American Indian or Alaskan Native	0	0%		
Asian	2	4%	9%	4%
Black or African American	0	0%		
Filipino	0			
Declined to State	0	0%		
Hispanic or Latino	28	20%	13%	16%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	2	3%	0%	2%
White	35	9%	6%	7%
Total	67	10%		7%

Student Groups	**2022-2023**		**Target**	
	Count	**Rates**	**2022-23**	**2023-24**
Kindergarten	12	16%	11%	13%
Grade 1	6	8%	11%	15%
Grade 2	5	6%	5%	7%
Grade 3	4	7%	6%	5%
Grade 4	9	13%	13%	6%

Grade 5	6	9%	11%	11%
Grade 6	7	9%	3%	8%
Grade 7	6	10%	3%	7%
Grade 8	12	16%	7%	7%
Total	67	10%	10%	14%

Suspension

| **Student Groups** | **2022-2023** | | **Target** | |
	Count	**Rates**	**2022-23**	**2023-24**
American Indian or Alaskan Native	0	0%		0
Asian	2	4%	1%	2%
Black or African American	0	0%		
Filipino	0	0%		
Declined to State	0	0%		
Hispanic or Latino	1	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0	0%		
Two or More Races	1	2%	1%	1%
White	5	1%	1%	
Total	9	1%		1%

| **Student Groups** | **2022-2023** | | **Target** | |
	Count	**Rates**	**2022-23**	**2023-24**
Kindergarten	1	1%		
Grade 1	0	0%		
Grade 2	1	1%		
Grade 3	0	0%		
Grade 4	0	0%		
Grade 5	2	3%		
Grade 6	1	1%		
Grade 7	2	3%		
Grade 8	2	3%		
Total	9	1%	1%	1%

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

Strategy/Activity

Character Strong SEL Curriculum - to continue license and provide professional development for those staff members in the SEL PLC to then bring back to the staff and present findings and best practices to the entire staff to apply and implement 3-5 times a week. Character Strong's goal is to teach students the importance of strengthening one's own character in order to improve relationships, increase academic achievement and overall improve the climate and culture of their schools. This include's character traits for all students to apply throughout the year. Our monthly "Bolt Awards" are aligned with each month's individual trait.

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)
499	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3rd-8th Grade Students

Strategy/Activity

LiveSchool PBIS Tracker - to continue to utilize LiveSchool to promote PBIS and utilize "Houses" feature to promote community building. Begin training lower grades to use LiveSchool to build continuity among grade levels. LiveSchool helps our school create a positive learning environment. Teachers award points for good behavior and hard work, as well as document negative behaviors and comments. By putting in effort on a regular basis, our children earn rewards and participate in fun events. Research shows that one of the biggest factors on our children's learning is the classroom environment. Using LiveSchool, teachers are able to create a more positive learning environment for our children. LiveSchool is an extension of PBIS for our students in grades 3-8.

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

Amount(s)	Source(s)
2,574	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

6th-8th Grade Students

Strategy/Activity

Provide targeted academic support during Middle School Enrichment courses. By providing students with access to targeted academic support, students are able to extend their learning, gain equitable access to the curriculum, get 1:1 support from their teachers, and experience gains in their academic journey. For the 23-24 school year, enrichments include: ASB, Community Service, Computer Science, Garden, Pioneers of Music, Advance Band, Math Enrichment, Sustainable Creations, Academic Enrichment, Study Skills, and Yearbook.

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

MTSS TOSA - provided at each site to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504s plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and families. In addition to this, the MTSS TOSA will also complete attendance checks - check-in frequently and follow district protocols in reaching out to families to support students. Furthermore, the MTSS TOSA will also will also provide support to students who may require it in the area of Executive Functioning in small group settings.

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
	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Grade Level Adopted curriculum will be provided to every student, in each subject. Curriculum will be culturally relevant and anti-racist/ableist and full accessible to each child. This year, we are in our first adoption year for a new math program: Illustrative Mathematics for grades K-5. This math program is geared towards enhancing math discourse, collaboration, and with MTSS/UDL practices in mind. Different from past curriculum, this new curriculum, allows for teachers to facilitate learning and exploration rather than direct and "hand hold" thus promoting the amplification of student voice and constructive conversation.

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	General Fund

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

DEI Literature Lift - SSC, PTO, and the DEI PLC look to improve the level and accessibility of DEI literature choices across all grade levels. With the support of our annual Fund-A-Need, our family community raised money to increase exposure, awareness, and representation in our school library that all students utilize. With these funds, teachers will also have better access to literature to help drive important conversations in the classroom about community, family, identity, race, learning differences, and acceptance for all. These funds will also support updated the library's dated literature and replace outdated books with relevant up-to-date information. We will also improve access to literature with not just written word, but more audiobooks to checkout. Lastly, with these funds, we have been able to secure a "Book Break" subscription where teachers have access to many diverse authors to visit virtually with their classes on a monthly basis, as well as schedule in-person author visits. We have currently booked 4 authors - two virtually and two in person.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Measure U
32,600	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Climate and Culture Staff Development - Teachers work in PLC groups to discuss and plan improvements aimed to address climate and culture at Roy Cloud (MTSS, PBIS, DEI, Anti-Hate, SEL). Staff members will work to implement new initiatives to improve student and family experiences. The Roy Cloud Anti-Hate PLC drafted a school Anti-Hate Policy that went into our 23-24 Family Handbook outlining the school's stance on hate language and actions. This year, we will focus on improving representation within our vast and incredibly diverse school community through MTSS and UDL practices and informative events, large and small. The funding supports research and purchasing of materials designed to support the enhancement of diversity in the classroom, as well as provide ample release time to teachers so they can work in teams, observe one another in classrooms, and build a community of collaborators for the benefit of student access, engagement, and representation.

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)
10,000	Measure U
	None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students in need of Tier 1, 2, or 3 MTSS support

Strategy/Activity

With the support of a full time Mental Health Counselor, a full time Academic Counselor, and full time MTSS TOSA students have ample access to support they may need in a myriad of compartments aligned with their school life. Our teachers and families have access to forms they fill out that go directly to our counselors and TOSA informing them of a student who may need their support. The Mental Health Counselor supports students with individual counseling, group counseling, drop in services, consultations with families, crisis management, and helps to connect families with outside resources. Our Academic Counselor supports with academic and SEL access, high school articulation, Homework Club, Kindness Club, review of student academic data, and Study Skills Enrichment. This year our Academic Counselor started the year supporting our school and district initiative by creating activities for students to engage in during lunch discussing what it means to create and keep long term goals. Students then wrote down their year goals on a poster that is now presented in the library window on display so students can visit their goals any time they wish. Furthermore, our Academic Counselor met with each and every student with "Minute Meetings" where she asked open-ended questions to each of our scholars to learn more about them. She then shared this information with our Screen Team and ultimately each child's classroom teacher (so long as it wasn't confidential information). Our MTSS TOSA role supports the initiative

and implementation of SSTs and 504s, teacher and student support with MTSS tiered universal practices and interventions.

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)
58,000	Measure U
12,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
23,120	District Funded
34,000	Site Improvement Funds

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Access to updated curriculum online - Newsela, Nearpod, Actively Learn, etc. Curriculum is leveled according to student reading levels and reports on relevant historical and cultural topics.

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

Amount(s)	Source(s)
2,000	Measure U
2,000	Site Improvement Funds

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

MTSS Framework, tiers, strategies will be implemented and all staff will receive training over time for the next two years in an articulated implementation plan.

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

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Middle School/4th-8th Graders

Strategy/Activity

Safe School Ambassador Program: A San Mateo County Office of Education supported program, brought to Roy Cloud as a way to support student leadership and the empowerment of Upstanders when behaviors and interactions become unsafe. Through this program, students and teachers are placed in "families" and met periodically to discuss the climate and culture of their peer community and together, the families discuss ways to approach and support a safer environment. This year, our 22-23 Ambassadors will train new middle school students who wish to become SSA for the 23-24 school year. Furthermore, with the support from our PTO Roy Cloud has obtained licenses to view and show our community Team Impactful's "Like" and "Upstander" documentary about the implications of social media and how it deters actual physical interaction, as well as cyberbullying and important factors to consider when engaging in hurtful acts. Roy Cloud has shown "Like" with a panel of community members: teachers, students, parents alike who discussed the topics of the film. Roy Cloud plans to show "Like" again in the 23-24 school year, with "Upstanders" as its sequel.

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	None Specified
5,346	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

3-5th and 6th-8th students

Strategy/Activity

Rainbow Cloud: Roy Cloud's GSA Clubs will meet weekly at lunch to learn, socialize, plan activities, and build community as a way to build inclusion, understanding, acceptance, and equality. This club is coordinated by a Roy Cloud teacher.

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	None Specified

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Through the referral system, student data and family requests, MTSS TOSA role support the review of individual, small group, and community needs through the Screen Team to determine appropriate interventions, and timelines for progress monitoring as defined by the MTSS system being implemented by the site. These Screen Team meetings occur once a week and are attending by Administration, Counselors, School Psychologists, and periodically Resource Specialists.

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

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Full Time PE teacher to be provided at all K-8 sites to ensure access to regular PE instruction for unduplicated students. PE+ supervisors provide yard coverage for grades TK-8, and to support PBIS guidelines of Safe, Respectful, and Responsible. In addition to parent volunteers and school administrators, students are encouraged to make choices that bring positivity towards the school community, are supported with conflict resolution practices, and ensure physical safety is maintained.

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	None Specified
18,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

TK-3 Students/4-8 Students

Strategy/Activity

Reading Specialists provided at each TK-3 site. Our TK-3 Reading Specialist provides direct services to small groups of students in addition to push in support and coaching classroom teachers in guided reading strategies. This year, our Reading Specialist was also instrumental in the rollout of our new assessment package: FastBridge, CRLP, Literably, etc. Our 4-8th Reading Specialist supports students with push in support as well as with focused, directed support. One period a day, our 4th-8th grade Reading Specialist focuses her attention on a group of middle school students who receive support in not just reading, but in executive functioning as well. She also runs an Academic Enrichment during the last period of the day for our middle school 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)	Source(s)
0	None Specified
32,000	Measure U

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Associated Student Body (ASB) Middle School Student Leadership, as well as class representatives from K-5, lead student assemblies, make daily morning announcements, and lead lunchtime spirit activities to build a strong, and more united student community and promote a sense of agency and sense of purpose.

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	None Specified

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Kindness Clubs, Friendship Circles, Social Groups, Open Sessions are facilitated by our Administrators and School Counselors to promote positive school culture, openness, and facilitate strong relationship building between students who may be challenged with making friends and interacting with peers. Kindness Clubs are initiated during lunch and are open to any student who wishes to join. Friendship Circles are initiated when there is conflict or ongoing issues between peers that need restorative practices, Social Groups are initiated when a group of students are

identified as needing support in engaging with peers (new students really benefit from this). Open Sessions are problem-solving conversations driven by the students who bring up real and relevant issues and concerns on their mind and wishing for support from their peers on how to navigate a situation. Often started with annonymity, students listen to educators read their peer's words off of a card and think of ways to support or communicate a resolution. All of the aforementioned options are meant to bring the school community closer.

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	None Specified

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

7th and 8th Grade Students

Strategy/Activity

Humanities Elective: Designed to provide students with an enriching experiences learning the Spanish language and culture through dialogue, dance, cooking, music, cultural and tradition understanding and the application of such knowledge through practice and implementation. We have also found that the implementation of this course has provided success for Emerging Bilingual students. Each student who has been interviewed has said they find this course enjoyable and accessible as they know much of the foundational skills some of their peers are currently learning and feel a sense of pride and leadership. They enjoy speaking the language they speak in their home and with their family at school.

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)
45,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
30,000	District Funded

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Enrichment Opportunities in Art, Science, Garden, and Music. CSMA Art for grades K-8 supports the education of the whole child, encourages creativity and provides connections to cultural and historical influences. Art is delivered every other week in the elementary classes, and Social

Studies classes in Middle School. In addition to this, the SEI Garden Program is a long standing program that compliments the school's desire to move in a more sustainable direction. This year, our SEI Garden teacher has collaborated with our Middle School Garden teacher to improve our garden space in an effort to bring more access to this area for classes to come to this learning space whenever they wish. Our TK-1 Music program with Music For Minors is a huge hit with our young scholars who learn about musicology and foundational skills designed to support their development for when they go to Mx. Washburn's music program beginning in 2nd grade. Finally, we provide Science enrichment for grades 3rd-8th grade with Science For Scientists. The science enrichment is provided every other week, similar to art where actual scientists come to the classroom and encourage hands on learning and real world application of the NGSS standards.

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)
34,800	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
30,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
21,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
18,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
46,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

Identified Need

2022-2023 Summative ELPAC

| Grade Level | Overall Performance Level 22-23 | | | | | | | |
| | Number | | | | Percentage | | | |
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	1	0	0	3	25%	0%	0%	75%
Grade 1	0	1	1	0	0%	50%	50%	0%
Grade 2	0	1	1	0	0%	50%	50%	0%
Grade 3	0	1	0	0	0%	100%	0%	0%
Grade 4	0	0	1	0	0%	0%	100%	0%
Grade 5	2	0	2	0	50%	0%	50%	0%
Grade 8	0	0	1	0	0%	0%	100%	0%
All Grades	3	3	6	3	20%	20%	40%	20%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

Reclassification

| Grade Level | 21-22 | | | | 22-23 | | | | 23-24 |
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	4	1	25%		1	0	0%	30%	100%
Grade 1	1	0	0%	100%	5	3	60%	66%	100%
Grade 2	3	1	33%	66%	2	0	0%	50%	100%
Grade 3	5	3	60%	75%	1	0	0%	50%	100%
Grade 4	8	0	0%	10%	3	1	33%	30%	100%
Grade 5	3	0	0%	33%	9	4	44%	50%	100%
Grade 6	4	3	75%	75%	2	2	100%	50%	100%
Grade 7	3	2	67%	66%	1	1	100%	50%	100%
Grade 8	1	1	100%	100%	1	1	100%	75%	100%

| Grade Level | 21-22 | | | | 22-23 | | | | 23-24 |
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
All Grades	32	11	34%		25	12	100%	50%	100%

* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

Long term English Learner (LTEL)

| Grade Level | 22-23 | | | 2023-2024 |
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	1	0	0%	0%
Grade 4	3	2	67%	0%
Grade 5	9	9	100%	50%
Grade 6	2	2	100%	75%
Grade 7	1	1	100%	75%
Grade 8	1	1	100%	75%
All Grades	25	15	60%	75%

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

EL Level Growth

| Grade Level | Percentage of students who increase at least 1 ELPAC level | |
	21-22	22-23
Grade 1	0%	0%
Grade 2	50%	0%
Grade 3	0%	0%
Grade 4	100%	100%
Grade 5	67%	0%
Grade 6	100%	0%
Grade 7	0%	0%
Grade 8	0%	100%
All Grades	59%	30%

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)

Emerging Multilingual Learners

Strategy/Activity

Every Emerging Multilingual Learner will receive daily designated or integrated instruction in ELD, aligned with their language levels. Our Reading Intervention Specialists will provide this support weekly to our Emerging Multilingual population, 4 days a week with the support of the board-approved/district appointed supplemental curriculum: Language Power. Furthermore, our Intervention Specialists and Academic Counselor meet with each of our Newcomer students to engage in a series of questions to get to know them more and to support their peers getting to know them better. At the end of this questionnaire, these students will create a video talking to their peers about their interests and what they would like their classmates to know about them. With the support of subtitles and voiceovers, classmates will be able to learn about their new classmate and, in turn, build a stronger relationship.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Emerging Multilingual Students

Strategy/Activity

Staff Development will be provided to support teachers who teach designated and integrated EL through trainings, curriculum development, and coaching support for planning

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)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

LTELs

Strategy/Activity

Use Ellevation to examine student levels, and identify activities to meet the needs. Meet with grade level teams and create learning plans. For Special Education students, create learning goals to include in their IEP'S related to English Language Acquisition.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Emerging Multilingual Learners

Strategy/Activity

Grade level teams will work to identify Emerging Multilingual students who are not making growth on ELPAC and develop an individualized learning plan based on students' needs and utilizing MTSS universal practices to increase curriculum access, as well as the use of devices that funnel the teacher's voice towards the student and help drown out ambient sounds that get in the way of their focus. Furthermore, with the support of technology, students are able to use Google Translate to translate textbooks or worksheets that are otherwise challenging to navigate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Emerging Multilingual Students

Strategy/Activity

The Director of Multilingual English Learners Department & Categorical Programs will provide Professional Development to staff regarding the use of Ellevation to identify student levels, long term EL Learners, as well as activities and ways to support them in class to meet the goal of one year of growth on the ELPAC and provide release time for teachers to collaborate.

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Emerging Multilingual Community

Strategy/Activity

Initiate ELAC Committee for Emerging Multilingual Families - send out interest form, create committee based on feedback, provide pertinent school and assessment information.

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)
	None Specified

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Emerging Multilingual Learners

Strategy/Activity

Partnership and utilizing of the Stanford Graduate School of Education's MLL Access for All resource. The goal of this resource is to provide translated, modified curriculum/lesson plan/worksheet for educators to use in classrooms so their Emerging Multilingual students can access their curriculum with increased ease.

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)

Strategy/Activity 8
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)

0

Source(s)

None Specified

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Metrics: iReady, CAASPP

Identified Need

iReady - Reading
Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	66	79%				80%
Grade 1	75	81%	40%			85%
Grade 2	86	80%	30%	76	50%	60%
Grade 3	56	84%	62%	55	62%	70%
Grade 4	64	59%	40%	53	57%	60%
Grade 5	62	68%	45%	65	48%	55%
Grade 6	80	73%	60%	61	49%	52%
Grade 7	60	52%	40%	79	62%	66%
Grade 8	72	79%	72%	59	59%	65%
All Grades	621	73%		48	55%	60%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	16	25%	29%	13	8%	15%
ELL - No	605	75%	60%	435	57%	65%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	56	41%	38%	27	30%	35%
Special Education - No	565	76%	35%	421	57%	65%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	83	76%	45%	50	64%	78%
Black or African American	12	75%	35%	*	*	63%
Declined to State	*	*	20%			
Hispanic/Latino	131	53%	36%	103	30%	60%
Native Hawaiian or Other Pacific Islander	*	*	10%	*	*	10%
White	390	81%	62%	285	63%	85%

iReady - Mathematics

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	70	71%				71%
Grade 1	74	74%	25%	70	33%	73%
Grade 2	86	64%	25%	76	37%	78%
Grade 3	56	71%	35%	55	22%	73%
Grade 4	64	66%	37%	54	35%	72%
Grade 5	61	66%	25%	65	32%	73%
Grade 6	80	74%	62%	61	38%	73%
Grade 7	60	45%	40%	78	58%	78%
Grade 8	72	78%	62%	58	34%	55%
All Grades	623	68%		517	37%	73%

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	16	19%	25%	17	18%	21%
ELL - No	607	69%	30%	500	38%	72%

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	56	38%	24%	27	19%	40%
Special Education - No	567	71%	30%	490	38%	75%

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	84	82%	35%	61	52%	84%
Black or African American	12	42%	20%	11	27%	50%
Declined to State	*	*	15%			*
Hispanic/Latino	132	45%	10%	109	23%	48%
Native Hawaiian or Other Pacific Islander	*	*	20%	*	*	10%
White	390	74%	30%	335	39%	78%

CAASPP-Language Arts

Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	60	27	45%	57	27	47%	45%	55%
Grade 4	60	41	68%	63	37	58%	50%	55%
Grade 5	79	58	73%	60	45	75%	72%	60%
Grade 6	64	42	66%	80	54	67%	78%	78%
Grade 7	76	69	91%	57	47	82%	74%	70%
Grade 8	72	44	61%	72	61	84%	95%	85%
All Grades	411	281	68%	389	271	70%	75%	72%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	18	1	6%	6	0	0%	10%	5%
ELL - No	393	280	71%	383	271	71%	75%	73%

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	51	14	28%	52	18	35%	32%	38%
SPED - No	360	267	74%	337	253	75%	75%	78%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	36	23	64%	33	27	82%	65%	85%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Black or African American	*	*	*	*	*	*	25%	15%
Filipino	*	*	*	*	*	*	100%	50%
Hispanic/ Latino	109	54	50%	96	49	51%	55%	50%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	25%	10%
Two or More Races	22	16	73%	31	22	71%	76%	72%
White	237	186	78%	223	173	78%	80%	78%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*				50%	
Not Homeless	410	281	69%	389	271	70%	70%	75%

CAASPP-Math
Count and Percentage are based on number of students who met or exceeded standard

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	60	37	62%	57	36	63%	65%	63%
Grade 4	60	31	52%	64	39	60%	66%	63%
Grade 5	79	55	70%	61	32	52%	56%	64%
Grade 6	64	27	42%	80	51	63%	75%	54%
Grade 7	76	61	80%	57	27	47%	46%	70%
Grade 8	72	39	54%	71	51	71%	85%	49%
All Grades	411	250	61%	390	236	61%	65%	63%

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	18	2	11%	7	0	0%	15%	10%
ELL - No	393	248	63%	382	235	62%	65%	64%

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	51	15	30%	52	14	27%	32%	27%
SPED - No	360	235	65%	336	221	66%	70%	67%

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	36	29	81%	33	24	73%	85%	74%
Black or African American	*	*	*	*	*	*	50%	25%
Filipino	*	*	*	*	*	*	100%	70%
Hispanic/ Latino	109	38	35%	96	31	32%	40%	34%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	50%	25%
Two or More Races	22	18	82%	31	23	74%	86%	76%
White	237	164	69%	222	155	70%	73%	72%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*				50%	
Not Homeless	410	250	61%	388	235	61%	65%	63%

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 Staff

Strategy/Activity

Provide summer professional development to staff in CRLP, UDL, Student-Led Goal Setting Conferences, and STEAM practices.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Staff

Strategy/Activity

Provide ongoing coaching for teachers and instructional assistants in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities.

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-2 Students, and students with IEPs

Strategy/Activity

Phonemic Awareness and Early Reading Intervention Screener - provide a screener for the early grades (K-2) to provide early intervention for students to present evidence. Teachers will be trained on utilizing such assessments and how to interpret data (CRLP, Brigance, Heggerty, BPST, IWT, iReady, Literably, and Read180.

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue with iReady diagnostic assessment in reading and math + lessons to monitor student progress throughout the year and to provide instructional supports, differentiated for each student. Regular trainings on how to interpret data and use resources within the iReady database.

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

K-4 Students Receiving Tier 1 and 2 supports

Strategy/Activity

Supplemental use of Fast ForWord for students who require additional practice in the area of phonemic awareness and word attack, while allow collecting pointed data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,049	D100

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

STEAM TOSA works with all students. Supplies for Makery Space improvements

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)
72,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
0	District Funded

| 10,000 | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

Full Time Music Teacher: Having a full time music teacher supports the culture of the school, as well as the academic balance a student deserves when navigating a day full of rigor and stimuli. Studies have proven that regular musical influence ensures that students also perform better in such subjects like Math and ELA, especially in older grades.

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)
52,877	Measure U
0	District Funded
	None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

Roving Subs for SST, 504 and IEP meetings. Substitutes are hired weekly to relieve teachers of their classroom duties in order to attend SST, 504 and IEP meetings. Meetings are designed to develop and review plans to support student academic and social emotional growth.

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)
17,000	Site Improvement Funds

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

Online Resources/Professional Development/Instructional Materials provided for staff to strengthen and supplement current resources: Silicon Valley Math Initiative (SVMI) Membership - to improve math instruction and student learning, teachers will engage with this supplemental resource. Based on high performance expectations, ongoing professional development, examining student work, and improving math instruction students will also engage in robust conversations around math practices.

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

Amount(s)	Source(s)
1,350	Site Improvement Funds
	None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Office Depot PO/Paper/Supplies (K-8)

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)
12,000	D100
	None Specified
	None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Contracts for copy machine lease and usage to produce work materials and packets to supplement curriculum and instruction.

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

Amount(s)   Source(s)

8,400   D100

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Mileage to cover personnel travel from the school site to other schools or to the district office for deliveries and pick up of materials. Postage for mailings to student homes and other locations.

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)

486   Site Improvement Funds

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff Appreciation for supporting students; acknowledging the efforts and work of the staff.

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)

12,000   Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principals Fund to support students and staff with school programs such as Spirit Assemblies; certificates; cones for safety drills; materials/rewards for the student store

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK-8 Teachers and Students

Strategy/Activity

Pedagogy of Confidence (POC) - Last year, Roy Cloud initiated their work in Equity in Educational Practices in grades 3-5. We saw tremendous growth and interest spread across all grades throughout the year. Because of this, Roy Cloud decided to rollout Equity in Education Practice school wide for the 23-24 school year. Teachers in grades will engage in what we know as POC practices (now Equity in Education) and professional development. With the support of a district coach and mentor who visits weekly to model lessons and provides on-demand support, teachers are prepared to carry out lessons and utilize resources to amplify student voice and encourage ownership of learning. We have found that this framework has been very supportive with the new Student-Led Goal Setting Conference model.

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)
42,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide funding for postage to send out communication to families regarding miscellaneous school information.

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

Amount(s)	Source(s)
1,000	Site Improvement Funds

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Admin Assistant/"Copy Cat" personnel to support educators preparing for lessons and other clerical necessities

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)
23,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Equipment and Technology Refresh so students may access their learning and electronic learning platforms with ease. These funds will go towards the school's contribution towards refreshing the students' personal devices.

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)
30,229	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
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	$767,330.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
D100	$28,449.00
District Funded	$53,120.00
General Fund	$0.00
Measure U	$157,877.00
None Specified	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$472,048.00
Site Improvement Funds	$55,836.00

Subtotal of state or local funds included for this school: $767,330.00

Total of federal, state, and/or local funds for this school: $767,330.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melissa Bowdoin	Principal
Anna Rivoli	Classroom Teacher
Linda Kiefer	Classroom Teacher
Joan Perez	Classroom Teacher
Annette Bacab/Steffani Lera	Other School Staff
Courtney Borrone	Parent or Community Member
Jillana Downing	Parent or Community Member
Keeley Vega	Parent or Community Member
Lisa Webb	Parent or Community Member
Mark Peldius	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/20/2023.

Attested:

	Principal, Melissa Bowdoin on 10/20/2023
	SSC Chairperson, Jillana Downing on 10/20/2023

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Developed by the California Department of Education, January 2019

Counseling Team @ Roy Cloud

Joanne - Academic Counselor 100%
Certificated - Teacher Contract
Hours: 8:00 - 3:00 pm
- Academic and SEL Supports (Individual/Small Groups)
- Collaborate with Stakeholders (teachers, staff, admin, families, outside support) on student needs.
- Crisis Management Support
- Drop-in Academic Support & Open Office Hours
- Family Outreach around Counseling
- High School Articulation and Transition support
- Homework Club (MS)
- Kindness Club (MS)
- Student Academic Data (grade checks, grade monitoring, etc.)
- Student Intervention Support
- Student Self-Referrals
- Study Skills Enrichment

Julia - Mental Health Liaison 100%
Classified
Hours: 8:00 - 4:30 pm
- Mental Health Student Supports
- Individual Counseling
- Small Groups Counseling
- Student Assessment and Evaluation
- Student Self-Referrals
- Drop-in Counseling Services
- Consultation with families
- Collaborates with staff on student needs.
- Connects staff/families to outside resources
- Crisis management (self-harm, suicidal thoughts, panic attacks, extreme distress
- Mental Health Advocacy

What is a crisis?

If a student is a danger to themselves, or threatens another student whether it is written or verbally said, a risk assessment must be conducted. If a child is at risk (self harm, sharing negative language) please call a counselor immediately. When the risk is raised, the student should be brought by school personnel to the designated school site crisis team member, Mrs. Robinson/Mrs. Ongoco to be assessed for level of risk.

What does a check-in look like?

If a student is having big feelings or in need of a calm down opportunity, please **call** a counselor to check for availability. Julia: x3447 & Joanne: x3129

When to check in with Mrs. Ongoco:
Academic Stress
Challenges with Communication related to Academics
Executive Functioning Support
Managing Academic Workload
Study Skills Support
Test Anxiety

When to check in with Mrs. Robinson: (non-academic)
Student is so emotional (sad, anxious, angry, upset) they cannot stay in the classroom
Emotional Overwhelm
Significant Changes in Behavior
Depression/Anxiety
Peer Relationship Problems
Self-Harm or Suicidal Thoughts
Conflict Resolution