

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
Clifford School	41-69005-6044531	May 21, 2024	June 5, 2024

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

In the 2023-2024 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022-2023 California School Dashboard, these indicators are in the red for the following groups:

Math & ELA Academic Indicator - English learners, students with disabilities, & students of two or more races.

English Language Proficiency Indicator - English learners

Chronic Absenteeism - English learners, Hispanic students, socioeconomically disadvantaged students, white students, and students of two or more races.

Suspension - English learners, Hispanic students, and socioeconomically disadvantaged students.

This plan will address ways to improve our school and student outcomes for all of our areas of need based on doing a needs assessment and identifying resource inequities.

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.

Clifford School Site Plan directly connects to the Redwood City School District LCAP. There are three goals addressed: (1) By June of 2025, every student in the RCSD will receive high quality, grade-level instruction and appropriate social-emotional support 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 (2) By June of 2025, 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. (3) By June of 2025, 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 (eventually CAASPP) Clifford School has detailed actions and services that align with the two main goals also found in the RCSD LCAP. Each School Site Council meeting discusses 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 is administered twice per year in the fall and in the spring. Parents, staff, and students participated in the survey. According to the data from the spring 2024 Panorama Survey these were favorable areas and areas of need:

Student Areas Favorable:

- 3 - 5 School Rigorous Expectations - 83% responded favorably.
- 3 - 5 School-Teacher Relationships - 75% responded favorably.
- 6 - 8 Harm - 69% responded favorably, 1% higher than the previous year.

Student Areas of Need:

- 3 - 5 School safety - 65% responded favorably, down from 71% the previous year.
- 3 - 5 School Belonging - 67% responded favorably, down from 70% the previous year.
- 6 - 8 School Climate - 31% responded favorably, down from 42% the previous year.

Family Areas Favorable:

- School Safety - 77% responded favorably, 3% higher than the previous year.
- Academic Care - 77% responded favorably
- Family Engagement - 28% responded favorably, 1% higher than the previous year.

Family Areas of Need:

- School Climate - 71% responded favorably, down from 75% the previous year.
- School Cultural Awareness & Action - 51% responded favorably, down from 53% the previous year.

Teacher & Staff Areas Favorable:

- School Climate - 70% responded favorably, 8% higher than the previous year.
- Staff Leadership Relationships - 85% responded favorably.

Teacher & Staff Areas of Need:

- Staff Family Relationships - 58% responded favorably, down from 60% the previous year.
- Cultural Awareness & Action - 22%, down from 47% the previous year.

In the spring of 2024, students completed an LCAP Student Voice Survey. Student representatives from the LCAP Student Voice Committee summarized those results and proposed the following actions:

LCAP Student Voice Committee Proposals:

- Electives should incorporate more hands-on learning opportunities.
- Have more student surveys throughout the year and meet with the students to discuss the results and come up with plans for action on student concerns.
- A break between taking the math and reading iReady diagnostic to aide in student success.

Classroom Observations

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

The principal and assistant principal perform both formal and informal classroom walkthroughs at least 2-3 times per week. Summary of the findings are varied, but generally many teachers are teaching curriculum to fidelity as well as following district pacing guides and conducting iReady assessments within the prescribed testing windows. Some teachers are utilizing lessons provided by iReady to enhance their instruction and reinforce taught concepts with students. Additionally, site administration, staff development, reading specialists, and site coaches will visit classrooms regularly to observe the use of Pedagogy of Confidence practices that will be provided through our focused professional development opportunities.

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)

Clifford uses state and district adopted assessments to modify instruction and improve student achievement including: SBAC, CAST, CAA, iReady, BPST Assessments.

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

Data from both reading and math assessments (iReady for math and reading, BPST & CRLP for reading) are analyzed three times a year. These assessments allow for regular data analysis and accountability in instructional practices. In 2022-2203, we developed an MTSS Leadership Team for the purposes of school wide data analysis to ensure that students have access to intervention levels 1, 2, and 3 as a part of a comprehensive MTSS plan and we plan to continue to use these data meetings in the 2024-2025 school year. This includes benchmark assessments in both math and reading three times a year and a plan to utilize data to identify students who need more or less intensive supports and target supports as needed.

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 access to instructional materials training with ongoing 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 Integrated Units, Pedagogy of Confidence and iReady proficiency.

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

Clifford has a full time Reading Specialist and a Literacy & ELD Interventionist. These professionals work to build capacity in teachers in an instructional coaching role to build strong Tier 1 supports in every classroom and provide Tier 2 supports.

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

Grade level planning and/or cluster planning is provided twice monthly.

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, as per district guidelines.

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

Adherence to recommended instructional minutes for reading/language arts and math are in alignment with district guidelines.

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

Lesson pacing schedule and master schedule flexibility is as 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 standards-based instructional materials appropriate to all student groups and following 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)

Clifford uses SBE-adopted and standards aligned instructional materials. Additionally, reading intervention teachers use evidence-based instructional materials (CRLP, Heggerty, and UFLi, Language Power) and resource specialists and special education teachers utilize additional evidence based programs (ie. SIPPS) based on student need.

Opportunity and Equal Educational Access

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

Healthy Cities Tutoring is provided through PTO funding and is available to any student based on teacher recommendation and data. Math tutoring through Mathnasium will be funded by the PTO and Title 1 to students based on data and teacher recommendation. Additionally, Special Education teachers and staff provide push-in support and we have a full time Reading Specialist and a Literacy & ELD Interventionist who works with a small group of targeted students in K-5.

Evidence-based educational practices to raise student achievement

Teachers are well trained and knowledgeable of their curricular materials and have prepared lesson plans that utilize every instructional minute. Lessons are scaffolded, differentiated to meet all learners needs in order to meet performance goals.

Parental Engagement

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

Currently, Clifford has been classified as a Community School and we have a full time Community School Coordinator and Assistant who provide services and support to families in need. Our PTO (Parent Teacher Organization) funds Healthy Cities Tutoring and also provides funding for our SEL program Project Cornerstone. We have a full time Mental Health Counselor on campus in addition to two part time One Life counselors available for students at academic or social risk. We also have an MTSS Coordinator who works with contacting families whose students have been referred for a Student Study Team meeting or a 504.

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)

Clifford has a School Site Council, English Language Advisory Council and a Parent Teacher Organization that helps in the planning, implementation and funding of our programs.

Funding

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

Full time Reading Specialist, ELD & Literacy Interventionist, One Life Counseling services, Full time Mental Health Counselor, TOSA for outreach and MTSS implementation support, Full time Physical Education teacher

Fiscal support (EPC)

Local Parcel Tax and PTO funds supplement state and federal funding.

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 School Site Council (SSC) developed the content of the SPSA (EC Section 64001[g][1]). The SPSA was reviewed annually and updated, including proposed expenditures of funds allocated to the school through ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 6400[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data was reviewed monthly to determine student progress toward actions and services. The ELAC parents participated in various meetings and provided input in the areas of Parent Involvement Policy, School Compact, review of actions and services, and the development of the SPSA. They reviewed and approved the budget.

The members of the SSC represent the composition of the school's pupil population. (EC Section 6500[a]). The members include the principal, vice principal, classified personnel, classroom teachers, parents of pupils attending, and other members of the community. The minimum number 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).

Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator	Suspension Indicator
2022-2023 Dashboard	2022-2023 Dashboard	2022-2023 Dashboard
EL: Red (ELA: 79 points below standard. Math 104.3 points below standard) Two or more races: No color (ELA: 53.3 point above standard. Math 46.2 points above standard)	EL: Red (43.7%) Two or more races: Red (21.7%)	EL: Red (8.6%)

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.

Clifford has identified resource inequities according to this data from the 2022-2023 California School Dashboard:

Academic Indicators in Math and ELA: English Learners, Students with Disabilities, and Two or More Races.
 English Language Proficiency Indicator: English Learners
 Chronic Absenteeism: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, White Students, and Students of Two or more Races.
 Suspensions: English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students.

Academic performance in ELA and Math for English learners, students with disabilities, and students of two or more races has been low due to the need for increased incorporation of lessons on phonics development and informational text reading comprehension. A new phonics curriculum, Heggerty, has been implemented in the 2023/2024 school year for K-2 students and teachers have been trained in best practices for phonics instruction. RSP and other specialists providing intervention have consistently been implementing the curriculum SIPPS for a more structured, differentiated, and age-appropriate approach to teaching foundational skills. Teachers participate in Universal Design Learning practices to increase student engagement and participation while making learning relevant to students and their experiences increasing motivation, understanding, and comprehension. In the 2023-2024 school year, a new Math curriculum, Illustrative Math was adopted for kindergarten through fifth grade. Teachers received professional development and time for preparation and planning of the new curriculum. Illustrative Math increases math proficiency through engaging content that enhances critical thinking through problem-based learning that connects to real-world connections.

Progress of our English learners on the ELPAC (California English Language Proficiency Assessment) has been low due to the lack of a consistently implemented ELD & DELD curriculum and system in years past. For the 2023-2024 school year, the curriculum Language Power was adopted for ELD. Teachers have been trained to use this new curriculum and ELD lessons are being incorporated into the daily instruction more regularly and with fidelity. Students needing more intensive support receive interventions from our newcomer assistant and literacy specialists.

For students with chronic absenteeism, we have recognized several factors that are preventing English learners, Hispanic students, socioeconomically disadvantaged students, White students, and students of two or more races from keeping a good record of attendance: socioeconomic barriers including transportation and childcare, lack of health services that cause students to be sick more often and miss school, students who have experienced trauma or other hardships being anxious about coming to school, and lack of awareness by families of the impacts of missing school days. The school has created a plan with the MTSS TOSA and office staff to address absences. They will continue to monitor and track chronic absenteeism by researching daily student attendance rates and meeting with parents of chronic absentees to formulate a plan for students to attend school. In collaboration with our Family Center staff, we will offer parent education and information events around the importance of school attendance. Families will be given incentives to help promote increased attendance and increased communication to the community about school attendance will be sent to families by administration and teachers. Resources will be offered to help the families ensure that students attend school more regularly.

English learners, Hispanic students, and socioeconomically disadvantaged students have been disproportionately suspended and we recognize that many students who struggle with behavior are represented by several of these groups. These students may have higher rates of suspension due to a lack of feelings of belonging, difficulty making connections with peers, and/or trauma or hardships they are struggling to cope with. To alleviate the number of suspensions for Students with Disabilities, we are implementing peace corners in each classroom, mental health support, SEL lessons, buddy rooms, check-ins with administration, and support from our MTSS TOSA. For English learners and Hispanic students who have high suspension rates, we have implemented systems that include alternatives to suspension including increased parent communication and collaboration, student reflections, educational videos and lessons to reinforce expectations and healthy choices, restorative conversations, responsibility letters, community service, and alternative classroom placement.

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Climate

By June of 2025, 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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2025, 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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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	1	1
Asian	12	25	25
Black or African American	6	5	5
Decline to state		0	0
Filipino	24	18	11
Hispanic/Latino	324	337	331
Native Hawaiian or Other Pacific Islander	3	6	4
Two or More Races	39	43	60
White	249	247	249
	658	682	686

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	21-22	22-23	23-24
Kindergarten	119	99	105
Grade 1	82	98	77
Grade 2	73	83	99
Grade3	64	66	64
Grade 4	58	64	65
Grade 5	62	64	62
Grade 6	65	73	64
Grade 7	74	64	80
Grade 8	61	71	58
Total Enrollment	658	682	686

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian	5	19%	11%	16%
Black or African American	2	33%		30%
Filipino	1	9%	9%	
Hispanic or Latino	91	26%	35%	24%

Native Hawaiian or Other Pacific Islander	8	13%		
Two or More Races	1	25%	20%	23%
White	28	11%	13%	9%
Total	136	19%	23%	16%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Kindergarten	27	25%	27%	23%
Grade 1	17	22%	28%	22%
Grade 2	16	15%	22%	20%
Grade 3	18	28%	26%	13%
Grade 4	9	14%	15%	25%
Grade 5	11	16%	21%	12%
Grade 6	9	13%	18%	14%
Grade 7	15	18%	20%	11%
Grade 8	14	23%	36%	16%
Total	136	19%	34%	17%

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian			6%	
Black or African American			0%	
Hispanic or Latino	5	1%	5%	1%
White			3%	
Total	5	1%	3%	1%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 3	1	2%		
Grade 5			1%	1%
Grade 6			3%	
Grade 7			18%	2%
Grade 8	4	6%	12%	15%
Total	5	1%	3%	1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To encourage improved attendance and punctuality, for Students with Disabilities, Two or More Races, and other students in need of attendance support, funds will be employed to offer parental programs, educational resources, and support, emphasizing the significance of consistent attendance. Additionally, a family incentive system will be implemented to motivate and reward daily attendance.	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races	2,000 Site Improvement Funds
1.2	Clifford staff will continue to build their confidence and competence as they internalize the principles of Pedagogy of Confidence. Staff will participate in unit development opportunities as staff demonstrate their belief in all learners as per the implementation of strong pedagogy. Clifford students will engage in activities that exhibit student strengths and build their leadership skills as students move to co-leaders in the classroom. They will engage in both classroom and small group workshops as they develop confidence and competence as learners and leaders.	All students	5,000 Measure U
1.3	Purchase of several applications for students' use including Renaissance Learning, Accelerated Reader, and RAZ Kids that teachers will use to supplement the curriculum.	All students	1,000 Site Improvement Funds 1,000 D100 8,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.4	The library will be given funds to provide new books to keep current material that is current and engaging for students. 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.	All students	7,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.5	Regular repair of technology to maintain student use of Chromebooks and tablets.	All students	2,162 Site Improvement Funds 208 D100 5,000 Measure U

1.6	We will contract with Music for Minors to provide weekly music instruction for our Kindergarten through 3rd grade students to participate in vocal music.	K - 3rd grade students	26,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.7	0.5 FTE Middle School instrumental music teacher will provide daily band and orchestra electives.	6th - 8th grade students	26,100 Measure U 26,100 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.8	Meet with parents and school teams to discuss student progress, attendance, behaviors, and suspensions at IEP/SST/504 meetings for all students and students with disabilities and two or more races. Release time for teachers/staff to attend meetings and create plans to address student needs.	All students including English Learners, Hispanic, SED, White, and of Two or More Races	15,000 Site Improvement Funds
1.9	MSI (Marine Science Institute) supports teachers in their science instruction, offering a variety of Next Generation Science Standards (NGSS) aligned, marine science focused programming and teaching materials to enhance classroom lessons includes On site hands on experiences with scientists from MSI.	K-5th grade students.	4,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.10	Support for middle school electives and clubs with materials and/or resources.	6th - 8th grade students.	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.11	PE+ program will be offered to students in grades K-5 taught by qualified personnel.	All K-5 students.	23,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.12	Provide training and materials for implementing the social-emotional learning program Project CornerStone in all TK-8 classrooms. Lessons are delivered by parent docents once a month.	All students	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.13	The Community School Coordinator works in partnership with the school leadership and governance, and community partners, to assess the school community's needs and assets, ensure	All students including English Learners, Hispanic, SED, White,	25,000 Measure U

	efficient coordination of student and family support services, and support the creation of a learning environment that focuses on student achievement and wellness. The community school admin assists the Community School Coordinator to support all Family Center needs.	and of Two or More Races	District Funded
1.14	PBIS Curriculum & Materials - Enhances reading, writing, math, and science achievement through a positive and supportive learning environment. Research demonstrates that PBIS improves the school's social environment, creates an impact on student outcomes such as academic performance, attendance, and behavior, and reduces suspensions. Student motivational items will be purchased for our student store, which students can "buy" with Dolphin tickets. Additionally, motivational items will be purchased and given with an award for student excellence based on teacher recommendation. Two students per grade, per month, will be recognized. Middle School will utilize LiveSchool for PBIS and K-5 will update and revise the PBIS matrix, lesson plans, and acknowledgment systems.	All students including English Learners, Hispanic, SED, White, and of Two or More Races	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000 Measure U
1.18	School counselors recognize and respond to the need for mental health services that promote social/emotional wellness and development for all students. School counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career, and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support.	All students	District Funded
1.19	One Life counselors will support at-risk students. A designated bilingual counselor supports our Spanish-speaking students. In addition, Clifford also has County Mental Health support for students whose needs require this support based on the student's IEP.	All students	10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,250 Measure U District Funded
1.20			
1.21	SEL Curriculum, Programs, Materials - Ensure that the social, emotional and physical health needs of students are met and ensure the cultivation of positive identity and safe school environments that promote high levels of connection, engagement, and overall well-being throughout the school community. This is accomplished through teaching specific Social Emotional Learning lessons, the	All students	3,000 Measure U 3,000 Parent Teacher Association/Parent Faculty

	institution of peace corners in each classroom, and the facilitation of classroom Community Circles. Funding is also being made available to provide for flexible seating opportunities to be purchased for classroom spaces to promote student engagement and to help meet the needs of different instructional programs, including our contained Special Day Classrooms.		Club (PTA/PFC/PTSO, PTO, etc.)
1.22	Funds will be utilized for TK-8 grade students to attend field trips for hands-on learning and experiences. Funds will primarily be utilized for the financing of transportation effectively reducing parental fees and expanding the opportunity for students of all grade levels to participate in these educational outings. Furthermore, these funds can be applied to in-school experiences and programs that not only enrich the curriculum but also align with grade-level standards.	All students	10,000 Measure U 28,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3,000 Site Improvement Funds
1.23	Supports teacher leaders involved in school teams dedicated to MTSS, SEL, PBIS, Trauma-Informed practices, and Restorative Practices by providing professional development, training, and stipends. This investment empowers these educators to take a leadership role in fostering a positive and supportive school environment.	All students	6,000 Site Improvement Funds
1.24	Through the referral system, student data, and family requests, the MTSS TOSA role supports 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 attended by Administration, Counselors, School Psychologists, and periodically Resource Specialists.	All students including English Learners, Hispanic, SED, White, and of Two or More Races	District Funded

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. By June of 2025, 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Progress of our English learners on the ELPAC (California English Language Proficiency Assessment) has been low due to the lack of a consistently implementation of Integrated ELD & D-ELD curriculum and system in years past. For the 2023-2024 school year, the curriculum Language Power was adopted for D-ELD. Teachers have been trained to use this new curriculum and ELD lessons are being incorporated into the daily instruction more regularly and with fidelity. Students needing more intensive support receive interventions from our newcomer assistant and literacy specialists.

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	8	3	10	4	32.00	12.00	40.00	16.00
Grade 1	11	5	2	1	57.89	26.32	10.53	5.26
Grade 2	4	2	7	4	23.53	11.76	41.18	23.53
Grade 3	6	4	2	0	50.00	33.33	16.67	0.00
Grade 4	*	*	*	*	*	*	*	*
Grade 5	2	7	2	0	18.18	63.64	18.18	0.00
Grade 6	11	5	3	2	52.38	23.81	14.29	9.52
Grade 7	9	9	4	1	39.13	39.13	17.39	4.35

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
Grade 8	4	2	4	1	36.36	18.18	36.36	9.09
All Grades	59	40	35	13	40.14	27.21	23.81	8.84

* 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	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	21	0	0%	0%	19				
Grade 1	20	6	30%	40%	18	2	11%		
Grade 2	20	2	10%	20%	18	1	6%	33%	13%
Grade 3	13	2	15%	23%	15	4	27%	13%	8%
Grade 4	8	2	25%	30%	12			18%	29%
Grade 5	14	0	0%	20%	9				
Grade 6	21	5	24%	10%	17	3	18%		
Grade 7	20	0	0%	10%	20	3	15%		20%
Grade 8	13	10	77%	28%	17			5%	
All Grades	150	27	18%	20%	145	13	9%	19%	11%

* 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	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	12	0	0%	0%	
Grade 4	9	1	11%	10%	
Grade 5	13	8	62%	10%	9%
Grade 6	15	13	87%	87%	58%
Grade 7	20	17	85%	89%	85%
Grade 8	18	13	72%	80%	82%
All Grades	143	52	36%	36%	34%

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	22%	20%
Grade 2	50%	58%
Grade 3	50%	0%
Grade 4	38%	14%
Grade 5	50%	22%
Grade 6	13%	22%
Grade 7	55%	31%
Grade 8	100%	33%
All Grades	41%	27%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provides high-quality instructional interventions in English Language Development and literacy to students in grades K-5. The interventionist will work to ensure increased literacy and English development using district-adopted ELD curriculum. The teacher will work with small groups who demonstrate instructional needs in a pull-out or push-in model.	K-5th grade students	35,000 Title I 18,513 Measure U
2.2	We will focus on providing more experiences that allow families to connect to our Clifford community and be actively involved as stakeholders of our school. We will plan family engagement activities which include family information nights, science night, technology night and other events that promote community and family engagement throughout the course of the school year.	All students	5,000 Title I 10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
2.3	Support high quality teacher collaboration and professional learning focused on supporting the language and literacy development of all learners (e.g. Constructing Meaning and UDL/Differentiated instruction training).	All students	5,000 Measure U
2.4	The 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	All EL students	District Funded

	growth on the ELPAC and provide release time for teachers to collaborate.		
2.5	Integrated ELD Professional Development titled "Rethinking English Learners." Teaching staff and site administration will participate in a 5 module series of full day PD throughout the school year provided by Stanford University of Department of Education.	6th - 8th grade English learners.	Other
2.6	0.8 FTE Newcomer aide provides support to pupils in English Language Development (ELD) and in other subject areas as needed, including social-emotional learning and community circles. Provides primary language support as needed to make new learning comprehensible to students. Assists students in the development of basic school skills necessary for success in a classroom. Assesses and observes students in order to determine the appropriate strategies and approaches to be utilized to make instruction most effective for Newcomer students.	All 3-8th grade newcomer students	Other
2.7	Providing translation services for parent communication and interpretation during meetings & conferences.	All Spanish speaking families	1,000 Site Improvement Funds
2.8	A comprehensive professional development plan integrating Administration, Support Coaches, and Classroom Teachers is designed to enhance skills and foster growth across the board. Through a combination of professional development and coaching sessions, this approach aims to elevate professional standards and subsequently improve student outcomes for all students with a focus on English Learners.	3rd-5th grade English learners	District Funded
2.9			

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

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic English Language Arts and Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2025, 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 (eventually CAASPP)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic performance in ELA and Math for English learners, students with disabilities, and students of two or more races has been low due to the need for increased incorporation of lessons on phonics development and informational text reading comprehension. A new phonics curriculum, Heggerty, has been implemented in the 2023/2024 school year for K-2 students and teachers have been trained in best practices for phonics instruction. RSP and other specialists providing intervention have consistently been implementing the curriculum SIPPS for a more structured, differentiated, and age-appropriate approach to teaching foundational skills. Teachers participate in Universal Design Learning practices to increase student engagement and participation while making learning relevant to students and their experiences increasing motivation, understanding, and comprehension.

In the 2023-2024 school year, a new Math curriculum, Illustrative Math was adopted for kindergarten through fifth grade. Teachers received professional development and time for preparation and planning of the new curriculum. Illustrative Math increases math proficiency through engaging content that enhances critical thinking through problem-based learning that connects to real-world connections.

iReady - Reading

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 1	73	58%	15%	60%
Grade 2	103	66%	36%	61%
Grade 3	62	61%	25%	69%
Grade 4	62	60%	42%	63%

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 5	64	42%	50%	63%
Grade 6	66	42%	49%	45%
Grade 7	78	50%	35%	45%
Grade 8	58	34%	28%	53%
All Grades	566	53%	36%	56%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	116	11%	5%	13%
ELL - No	450	64%	42%	66%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	107	21%	32%	24%
Special Education - No	459	60%	35%	64%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
American Indian or Alaskan Native	1	100%	56%	
Asian	30	63%	42%	65%
Black or African American	4	50%	46%	54%
Declined to State	3	0%	32%	
Hispanic/Latino	276	32%	25%	34%
Native Hawaiian or Other Pacific Islander	4	50%	25%	52%
White	200	76%	50%	78%

iReady - Mathematics

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

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Kindergarten	72	64%		
Grade 1	74	49%	15%	66%
Grade 2	100	49%	36%	52%
Grade 3	61	39%	25%	52%
Grade 4	63	59%	42%	43%
Grade 5	63	49%	50%	62%

Grade	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Grade 6	62	40%	49%	52%
Grade 7	76	39%	35%	42%
Grade 8	58	24%	28%	41%
All Grades	629	46%	36%	49%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	124	13%	5%	15%
ELL - No	505	55%	42%	58%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	109	23%	32%	25%
Special Education - No	520	51%	35%	53%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
American Indian or Alaskan Native	1	100%	56%	
Asian	35	66%	42%	68%
Black or African American	5	40%	46%	43%
Declined to State	4	25%	32%	
Hispanic/Latino	295	27%	25%	29%
Native Hawaiian or Other Pacific Islander	4	50%	25%	53%
White	231	64%	50%	67%

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	23-24 Target %	24-25 Target %
Grade 3	63	34	54%	62	34	54%	58%	58%
Grade 4	59	33	56%	60	32	53%	59%	56%
Grade 5	64	30	47%	59	32	54%	57%	55%
Grade 6	56	13	23%	76	30	39%	62%	56%
Grade 7	66	44	67%	60	25	41%	46%	41%
Grade 8	57	42	74%	70	41	58%	48%	43%
All Grades	365	196	54%	387	194	50%	55%	52%

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	23-24 Target %	24-25 Target %
ELL - Yes	74	8	11%	79	6	8%	12%	14%
ELL - No	291	188	65%	305	188	62%	68%	70%

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	23-24 Target %	24-25 Target %
SPED - Yes	92	18	20%	101	13	13%	17%	19%
SPED - No	273	178	65%	283	181	64%	67%	69%

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	23-24 Target %	24-25 Target %
Asian	8	6	75%	13	9	69%	74%	72%
Black or African American	*	*	*	*	*	*	70%	71%
Filipino	7	5	71%	6	4	67%	71%	
Hispanic/Latino	200	65	33%	212	68	32%	35%	35%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	100%	
Two or More Races	19	17	89%	24	20	83%	87%	85%
White	123	99	80%	123	88	72%	77%	75%

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	23-24 Target %	24-25 Target %
Yes Homeless	*	*	*	*	*	*	6%	8%
Not Homeless	356	195	55%	381	194	51%	55%	57%

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	23-24 Target %	24-25 Target %
Grade 3	63	33	52%	63	37	58%	55%	55%
Grade 4	59	33	56%	60	33	55%	62%	57%
Grade 5	64	26	41%	59	31	52%	60%	64%
Grade 6	57	13	23%	77	26	33%	58%	63%
Grade 7	66	23	35%	62	16	25%	38%	61%
Grade 8	58	24	41%	70	30	42%	30%	40%
All Grades	367	152	41%	391	173	44%	46%	48%

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	23-24 Target %	24-25 Target %
ELL - Yes	78	5	6%	84	7	8%	8%	10%
ELL - No	289	147	50%	305	166	54%	54%	56%

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	23-24 Target %	24-25 Target %
SPED - Yes	91	15	17%	101	14	14%	17%	16%
SPED - No	276	137	50%	283	159	56%	60%	58%

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	23-24 Target %	24-25 Target %
Asian	8	5	63%	13	9	69%	68%	71%
Black or African American	*	*	*	*	*	*	34%	
Filipino	7	4	57%	6	4	67%	68%	70%
Hispanic/Latino	202	50	25%	212	56	26%	27%	30%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	35%	37%
Two or More Races	19	15	79%	24	18	75%	77%	77%
White	123	77	63%	123	84	68%	69%	70%

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	23-24 Target %	24-25 Target %
Yes Homeless	12	0	0%	*	*	*	5%	7%
Not Homeless	355	152	43%	381	173	45%	47%	50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our K-5 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: CRLP, Literably, etc.	All K-5 students that demonstrate need.	52,688 Measure U
3.2	RSP teachers collaborate with general education teachers to support student progress and to align strategies in both settings.	Students with Disabilities	District Funded
3.3	After-school Mathnasium intervention. Provides high-quality instructional interventions in mathematics that meet the needs of all students identified as needing support in grades 2-8. The interventionists will work to ensure high levels of mathematical understanding and implementation with students.	All students 2nd - 8th grade students with demonstrated need including English learners, students with disabilities, and two or more races.	12,688 Title I 15,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.4	All students will be progress monitored in math and reading at least three times a year by instructional coaches, Administration, and teachers. Teachers will be given release time to meet with Principal and instructional coaches and/or district curriculum development coaches for small group target instruction and math support in order to build teacher capacity in tier 1 instructional practices and to build knowledge of implementation of tier II supports, equitable teaching practices, and inclusive practices in the classroom.	All students including English learners, students with disabilities, and two or more races.	7000 Measure U
3.5	During the day and after school, tutoring will be provided by Healthy Cities free for students. Target groups: Students with disabilities and students of two or more races.	All students that demonstrate the need including English learners, students with disabilities, and two or more races.	10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000 Site Improvement Funds

3.6	Beginning of the year supplies for classrooms and workspace as well as supplies for the school year, including, leases, and paper. Teachers are also given stipends to buy individual supplies for their classrooms. PTO will reimburse up to \$500 per teacher.	All students	20,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.7	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' one-to-one devices.	All students	40,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.8	Provide STEAM and design thinking materials and activities to all students that incorporate reading, writing, math, science, art, and oral presentation skills. These highly engaging higher-order thinking projects will enhance, reinforce, and grow a student's overall literacy and math skills in a positive manner.	All students including English learners, students with disabilities, and two or more races.	19,722 Prop. 28
3.9	STEAM Teacher on Special Assignment will plan instruction and co-teach lessons involving science, technology, engineering, art, and math during the instructional day and provide opportunities for students to visit the maker space during lunch and recess time.	All students including English learners, students with disabilities, and two or more races.	79,277 Prop. 28 19,332 Site Improvement Funds
3.10	Provide support from an extra teacher or instructional assistant in classrooms needing additional support due to unforeseen circumstances.	All students including English learners, students with disabilities, and two or more races.	5,000 Site Improvement Funds
3.11	Accelerated Math program additional planning and preparation time to assist the math teacher with preparing 3 grade levels of the accelerated curriculum.	6th - 8th grade students	4,400 Measure U

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$623,940.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$52,688.00

Subtotal of additional federal funds included for this school: \$52,688.00

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

State or Local Programs	Allocation (\$)
D100	\$1,208.00
Measure U	\$167,951.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$246,600.00
Prop. 28	\$98,999.00
Site Improvement Funds	\$56,494.00

Subtotal of state or local funds included for this school: \$571,252.00

Total of federal, state, and/or local funds for this school: \$623,940.00

School Site Council Membership

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

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

Name of Members	Role
Kristy Jackson	Principal
Jennifer Overbey	Classroom Teacher
Dione Smith	Classroom Teacher
Stefanie Eaton	Classroom Teacher
Shannon Cody	Classroom Teacher
Julie Harrison	Other School Staff
Katie McNally	Parent or Community Member
Alex Chalmer	Parent or Community Member
David Grady	Parent or Community Member
Susie Crowell	Parent or Community Member
Abid Kemal	Parent or Community Member
Scarlett Mineta	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/21/24.

Attested:



Principal, Kristy Jackson on 05/21/24



SSC Chairperson, Dione Smith on 05/21/24

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019