

School Year: **2024-25**



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	5/23/2024	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
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 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.
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.
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.

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).

Roy Cloud surveys its community collecting data via surveys, questionnaires, and street data. A climate survey was administered in the fall and spring of the 23-24 school year with an 80% response rate in the fall and a 68.5% response rate in the spring. In grades 3-5, there was an increase in favorability around school safety and rigorous expectations, 73% of students felt they had a positive relationship with their teachers, and 70% felt that they belonged.

For teachers and staff, 100% of those who filled out the survey feel a positive relationship with the school leadership, 100% feel confident in Roy Cloud seeing improvements in the future, and 100% feel that Roy Cloud is a positive environment to work at.

Within the parent and family community 92% indicated that Roy Cloud is doing well with academic care and 82% indicated that Roy Cloud is doing well upholding school safety. There is room to grow in a few categories. Namely, in areas of student:student interactions and kindness, approaching new initiatives with a positive outlook, parent:teacher relationships, and ensuring our school rules are fair in the eyes of our scholars.

Throughout the year, scholars are asked about their experience at Roy Cloud. Our most telling survey was with the LCAP Student Voice survey in which students indicated a desire to use less screens and more hands-on projects that require collaboration. In combination with our PTO, surveys are sent out regarding current programs in which parents indicate a desire for more arts projects, especially in music. Parents also indicated a desire to bring world language to our academic program. We were able to do so in our middle school with a Humanities/Spanish culture course. In addition to the feedback collected from students, we provided our Humanities/Spanish Culture course as an option with a FLEX period as a second choice in lieu of Spanish. Many students who have busy extra curricular lives chose this FLEX class to keep up with their course loads and to maintain successful outcomes in their classes.

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 TK-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/Pedagogy of Confidence 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), 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, CRLP, BPST, and Literably are used for progress monitoring for Phonics, Reading and Math. The assessments are administered multiples times each school year. 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. Roy Cloud also initiated a student portfolio program where benchmark assessments are collected and stored for educators to review to learn more about their scholars. Currently we are collecting writing samples with district-created rubrics, SVMJ MARS tasks with rubrics and reading data.

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/menu of universal practices lives in the Roy Cloud Staff Handbook and is used as part of the intervention process when supporting student needs. This menu is also being used district-wide to support the district's MTSS/SST initiative.

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. This year, funds were used to secure a full time Reading Intervention Specialist for grades TK-3; part time 4th-8th grade 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%. Throughout the year, the Roy Cloud staff meets as a site to collaborate and discuss important instructional practices between grades. The Roy Cloud staff also met with the neighboring TK-8th grade school Clifford to engage in grade level team collaboration, focused on the Pedagogy of Confidence framework. Finally, the middle school staff met with neighboring high school, Woodside High School to visit classrooms and meet with teachers in shared departments to inform practices and support the preparation of for our scholars.

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 at least twice a month. In addition to this, all teachers engaged in staff development once a month to learn, apply, and enhance the district's approach to improving ELA, Math, and UDL practices/curriculum. This year, we are also dedicating much of our staff time together to learn and grow with our new district-adopted math program, phonics assessments, 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. Furthermore, Roy Cloud has created a peer:peer leadership model where middle school students meet with 1-3rd grade students who would benefit from additional math support after school. Our middle schoolers are dismissed at 2:50 pm. Our 1st-3rd grade students are dismissed at 2:25 pm. When these students are dismissed, they meet with middle school students to gain extra practice and instruction in foundational math skills until the 2:50 pm dismissal. This program has proven beneficial for our young scholars in an academic sense, as well as in supporting our families who may need assistance with the multiple dismissal times.

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.

Funding

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]) first with a Needs Assessment and then with a draft that is presented to the committee for approval. 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/CSI Status

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

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. This need was further proven by our bi-annual Panorama Survey. 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

Title and Description of School Goal

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

School Climate

Every student in the RCSD will receive 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.

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

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)

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.

Currently, Roy Cloud's dashboard shows orange on the Dashboard for chronic absenteeism and suspensions. Target groups in red are Hispanic increased by 20.6%, English Learners increased by 12.3%, and Socioeconomically Disadvantaged increased by 7.4%

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	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	130
Native Hawaiian or Other Pacific Islander	5	4	0
Two or More Races	41	59	71
White	377	371	371
	628	633	620

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	620

Chronic Absenteeism

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Asian	1	3%	4%	0%
Hispanic or Latino	15	11%	16%	14%
Two or More Races	5	7%	2%	0%
White	26	7%	7%	2%
Total	47	8%	7%	2%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Kindergarten	7	7%	13%	11%
Grade 1	3	4%	15%	12%
Grade 2	2	3%	7%	3%
Grade 3	4	7%	5%	2%
Grade 4	4	7%	6%	2%
Grade 5	6	9%	11%	5%
Grade 6	6	10%	8%	3%
Grade 7	6	8%	7%	3%
Grade 8	9	15%	7%	3%
Total	47	8%	14%	10%

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
American Indian or Alaskan Native			0	
Asian			2%	0%
Hispanic or Latino	2	2%	1%	0%
Two or More Races	1	1%	1%	0%
White	8	2%		
Total	11	2%	1%	1%

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Grade 1	1	1%		
Grade 2	1	1%		
Grade 3	1	2%		
Grade 6	2	3%		
Grade 7	2	3%		
Grade 8	4	7%		
Total	11	2%	1%	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	Character Strong SEL Curriculum - to continue license and provide professional development for those staff members in the SEL PLC to engage the whole staff in best practices. 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.	All	499 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.2	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.	3rd-8th Grade Students	2,574 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.3	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.	6th-8th Grade Students	0 District Funded
1.4	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	All	0 District Funded None Specified

	may require it in the area of Executive Functioning in small group settings.		
1.5	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.	All	0 District Funded
1.6	DEI Literature Lift - Roy Cloud looked to improve the level and accessibility of DEI literature choices across all grade levels in our library. 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.	All	None Specified 32,600 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.7	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.	All	0 None Specified None Specified

<p>1.8</p>	<p>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.</p> <p>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. dent support with MTSS tiered universal practices and interventions.</p>	<p>Students in need of Tier 1, 2, or 3 MTSS support</p>	<p>53045 Measure U</p> <p>60,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>23,120 District Funded</p> <p>\$17,752 Site Formula Funds</p>
<p>1.9</p>	<p>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.</p>	<p>All</p>	<p>4,000 Site Formula Funds</p> <p>None Specified</p>
<p>1.10</p>	<p>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.</p>	<p>All</p>	<p>0 District Funded</p>
<p>1.14</p>	<p>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.</p>	<p>Middle School/4th-8th Graders</p>	<p>0 None Specified</p> <p>5,346 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>
<p>1.17</p>	<p>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.</p>	<p>3-5th and 6th-8th students</p>	<p>0 None Specified</p>
<p>1.18</p>	<p>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.</p>	<p>All</p>	<p>0 District Funded</p>

	In addition to the aforementioned, the Screen Team also discussed student tardies and absenteeism and brainstorm ways to support families who many need assistance in getting scholars to school. Using the district-provided A2A program, the Screen Team reviews and discusses next steps like phone contacts, parent meetings, student check ins, etc.		
1.20	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.	All	0 None Specified 18,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.21	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.	TK-3 Students/4-8 Students	\$53,045 Measure U \$14,000 Site Formula Funds \$60,976 Parent-Teacher Association (PTA)
1.23	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.	All	0 None Specified
1.25	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.	All	0 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 2

Title and Description of School Goal

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

English Language Development

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.

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

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)

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.

N/A

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	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*
All Grades	3	3	6	3	20.00	20.00	40.00	20.00

* 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	1	0	0%	30%	4			100%	100%
Grade 1	5	3	60%	66%	4	2	50%	100%	100%
Grade 2	2	0	0%	50%	2			100%	100%
Grade 3	1	0	0%	50%	3			100%	100%
Grade 4	3	1	33%	30%	1			100%	100%
Grade 5	9	4	44%	50%	1			100%	100%
Grade 6	2	2	100%	50%	6			100%	100%
Grade 7	1	1	100%	50%				100%	100%
Grade 8	1	1	100%	75%				100%	100%
All Grades	25	12	100%	50%	21	2	10%	100%	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	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 3	3	0	0%	0%	0%
Grade 4	1	0	0%	0%	0%
Grade 5	2	2	100%	50%	0%
Grade 6	5	4	80%	75%	0%
Grade 7				75%	0%
Grade 8				75%	0%
All Grades	20	6	30%	75%	0%

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%

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	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.	Emerging Multilingual Learners	0 District Funded
2.2	Staff Development will be provided to support teachers who teach designated and integrated EL through trainings, curriculum development, and coaching support for planning	Emerging Multilingual Students	
2.3	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.	LTEs	0 District Funded

2.4	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.	Emerging Multilingual Learners	500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
2.5	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.	All Emerging Multilingual Students	0 District Funded
2.6	Initiate ELAC Committee for Emerging Multilingual Families - send out interest form, create committee based on feedback, provide pertinent school and assessment information.	Emerging Multilingual Community	None Specified
2.7	With the support of our Intervention Specialists and Academic Counselor Newcomer scholars create a presentation about their likes, interests, and interesting facts about them, their culture, and what life was like in their home country they lived in prior to coming to the United States. We have found that this project allows for our Newcomer students to feel seen and valued and it engages our EO and EL scholars with our new scholars to find similarities and provide connection.	All Emerging Multilingual Learners	
2.8			0 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

Title and Description of School Goal

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

English Language Arts and Mathematics

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, CAASPP

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure that all students are successful in high school and beyond

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.

Currently the CAASP for grades 3 thru 8 indicate 72% are at or above grade level proficiency in ELA and 61% for Math.

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 %
Kindergarten			71%	78%
Grade 1			73%	78%
Grade 2	75	81%	78%	78%
Grade 3	57	67%	73%	80%
Grade 4	55	65%	72%	78%
Grade 5	65	60%	73%	78%
Grade 6	60	62%	73%	78%
Grade 7	78	78%	78%	78%
Grade 8	59	69%	55%	80%
All Grades	450	70%	73%	65%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	13	8%	21%	25%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - No	437	71%	72%	76%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	73	29%	40%	45%
Special Education - No	377	77%	75%	80%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	39	72%	84%	90%
Black or African American	2	100%	50%	55%
Declined to State			*	
Hispanic/Latino	101	46%	48%	52%
Native Hawaiian or Other Pacific Islander			10%	15%
White	271	76%	78%	80%

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	61%	71%	76%
Grade 1	71	69%	73%	76%
Grade 2	73	66%	78%	76%
Grade 3	57	44%	73%	80%
Grade 4	55	56%	72%	76%
Grade 5	65	55%	73%	76%
Grade 6	60	57%	73%	76%
Grade 7	78	67%	78%	76%
Grade 8	59	46%	55%	80%
All Grades	590	59%	73%	65%

EL Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
ELL - Yes	18	17%	21%	25%
ELL - No	572	60%	72%	75%

Special Education Status	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2023 Target %	Spring 2025 Target %
Special Education - Yes	88	26%	40%	45%
Special Education - No	502	64%	75%	80%

Ethnicity	2023-2024			
	Spring 2024 # students tested	Spring 2024 - Percentage	Spring 2024 Target %	Spring 2025 Target %
Asian	49	73%	84%	88%
Black or African American	3	33%	50%	55%
Declined to State			*	
Hispanic/Latino	125	38%	48%	52%
Native Hawaiian or Other Pacific Islander			10%	15%
White	351	63%	78%	80%

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	60	27	45%	57	27	47%	55%	60%
Grade 4	60	41	68%	63	37	58%	55%	60%
Grade 5	79	58	73%	60	45	75%	60%	60%
Grade 6	64	42	66%	80	54	67%	78%	65%
Grade 7	76	69	91%	57	47	82%	70%	82%
Grade 8	72	44	61%	72	61	84%	85%	75%
All Grades	411	281	68%	389	271	70%	72%	90%

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	18	1	6%	6	0	0%	5%	10%
ELL - No	393	280	71%	383	271	71%	73%	78%

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	51	14	28%	52	18	35%	38%	45%
SPED - No	360	267	74%	337	253	75%	78%	82%

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	36	23	64%	33	27	82%	85%	90%
Black or African American	*	*	*	*	*	*	15%	20%
Filipino	*	*	*	*	*	*	50%	55%
Hispanic/Latino	109	54	50%	96	49	51%	50%	55%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	10%	15%
Two or More Races	22	16	73%	31	22	71%	72%	76%
White	237	186	78%	223	173	78%	78%	82%

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	*	*	*					
Not Homeless	410	281	69%	389	271	70%	75%	80%

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	60	37	62%	57	36	63%	63%	65%
Grade 4	60	31	52%	64	39	60%	63%	66%
Grade 5	79	55	70%	61	32	52%	64%	66%
Grade 6	64	27	42%	80	51	63%	54%	66%
Grade 7	76	61	80%	57	27	47%	70%	60%
Grade 8	72	39	54%	71	51	71%	49%	75%
All Grades	411	250	61%	390	236	61%	63%	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	18	2	11%	7	0	0%	10%	15%
ELL - No	393	248	63%	382	235	62%	64%	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	51	15	30%	52	14	27%	27%	35%
SPED - No	360	235	65%	336	221	66%	67%	70%

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	36	29	81%	33	24	73%	74%	80%
Black or African American	*	*	*	*	*	*	25%	30%
Filipino	*	*	*	*	*	*	70%	75%
Hispanic/Latino	109	38	35%	96	31	32%	34%	38%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	25%	30%
Two or More Races	22	18	82%	31	23	74%	76%	80%
White	237	164	69%	222	155	70%	72%	80%

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	*	*	*					
Not Homeless	410	250	61%	388	235	61%	63%	70%

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	Provide ongoing coaching for teachers in strategies for teaching reading, math and science to all students, including unduplicated pupils and students with disabilities.	All Staff	District Funded
3.2	Allocate site staff meetings to look at and understand data for our Emerging Multilingual Learners	All Staff	District Funded
3.3	Phonemic Awareness and Early Reading Intervention Screener - provide a screener for the early grades (K-2) to provide early intervention for	K-2 Students, and students with IEPs	0 District Funded

	students to present evidence. Teachers will be trained on utilizing such assessments and how to interpret data (CRLP, BPST, IWT, Heggerty, iReady, Literably, and Read180.		
3.4	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.	All Students	District Funded
3.5	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.	K-4 Students Receiving Tier 1 and 2 supports	8,049 D100
3.6	STEAM TOSA works with all students. Supplies for Makery Space improvements	All	\$12,283 Measure U 60,000 Parent-Teacher Association (PTA) 15,590 Prop. 28
3.7	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.	All	\$22,053 Measure U \$62,357 Prop. 28 \$49,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) \$33,256 Other
3.8	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.	All	9,000 Site Formula Funds
3.9	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	All	4,000 Site Formula Funds None Specified

	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.		
3.10	Math Olympiads - a program designed to ignite passions in math in scholars grades 3-8th	All	None Specified None Specified None Specified
3.11	Contracts for copy machine lease and usage to produce work materials and packets to supplement curriculum and instruction.	All	3,000 D100
3.12	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.	All	1000 D100
3.13	Staff Appreciation for supporting students; acknowledging the efforts and work of the staff.	All	12,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.14	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	All	16,500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.15	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.	All TK-8 Teachers and Students	42,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

3.16	Provide funding for postage to send out communication to families regarding miscellaneous school information.	All	1,000 Site Formula Funds
3.17	Admin Assistant/"Copy Cat" personnel to support educators preparing for lessons and other clerical necessities	All	23,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.18	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.	All	30,229 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.19	Walk Through History Simulations - a program designed to engage scholars in historical topics and ELA skills through hands on activities and group projects	4th-6th Grade	None Specified
3.20	Humanities Teacher for Middle School Teachers	6th-8th	\$14,290.81 Measure U \$60,000.00 Parent-Teacher Association (PTA)

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	\$824,064.81

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
D100	\$12,049.00
District Funded	\$23,120.00
Measure U	\$154,716.81
None Specified	\$0.00
Other	\$33,256.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$292,248.00
Parent-Teacher Association (PTA)	\$180,976.00
Prop. 28	\$77,947.00
Site Formula Funds	\$49,752.00

Subtotal of state or local funds included for this school: \$824,064.81

Total of federal, state, and/or local funds for this school: \$824,064.81

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 .

Attested:



Principal, Melissa Bowdoin on 5/23/24



SSC Chairperson, Jillana Downing on 5/23/24