

School Year: **2021-22**

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
Rancho San Justo School Middle School	35674706071088	11/04/2021	

X **I have completed my SPSA.**

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) contains goals and actions that align with Hollister School District's Local Control and Accountability Plan (LCAP) and Comprehensive Support and Improvement (CSI) plans. Together, these sources respond to the need for improved academic performance and student engagement.

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).

School Climate Survey for students, staff, and parents.

Classroom Observations

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

Formal and informal classroom observations conducted throughout the year and feedback is provided to ensure academic rigor for all students, implementation of core curriculum, as well as professional development.

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)

Rancho San Justo analyzes district benchmark assessments, common assessments, and projects to measure student academic improvement and to adjust instructional strategies for mastery of Common Core State standards. Common assessments and diagnostic data are used to drive instruction and to remediate or enrich where necessary. Teachers implement state-adopted intervention curriculum and monitor progress of student academic achievement. Advanced classes will be offered in math in Accelerated 7th grade math and eighth grade Algebra I, as well as Advanced Language Arts in 7th and 8th grade.

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

Rancho San Justo uses district benchmarks and common assessments in Language Arts and Math aligned to Common Core standards that provide timely data on students' academic progress. Results from these assessments are reviewed in collaboration sessions to guide student placement, student-specific differentiated instructional needs, and the effectiveness of classroom instruction. Parents and guardians receive the results of the assessments and participate in student-centered conferences, student study teams or individualized educational plans as needed. Parents receive grade reports every six weeks through the use of Infinite Campus, a web-based student information system. Teachers also use curriculum embedded assessments to check for progress on mastery of Common Core State Standards as measured by State assessments, including ELPAC, CAASPP, and SBAC. The academic progress of the school will be monitored through the School Site Council and in Professional Learning Communities.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rancho has 100% of teachers of core academic subjects qualify as fully credentialed teachers. All teachers of core academic subjects possess a bachelor's degree, hold the appropriate credential for the academic subjects they teach, and have demonstrated knowledge and competence in the subjects they teach.

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

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. In addition, all core subject teachers are included in District professional development, which focuses on creating expertise in high yield instructional strategies.

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

At Rancho San Justo, staff development is determined by a detailed, collaborative analysis of student assessment results, discipline data, staff input, and evidence collected from classroom interactions (schoolwide walkthroughs). In efforts to achieve the goals stated in Rancho San Justo's Comprehensive Support and Improvement (CSI) goals and eliminate the opportunity gap, Rancho will focus on effective, integrated ELD instruction in all core content areas, high yield instructional strategies aimed at improving performance in ELA/Math, and PBIS strategies which will be aimed at improving school climate.

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

The staff at Rancho San Justo is using data assessment review, professional learning community staff development, LCAP funding, and teacher collaboration time to address academic performance for all students. With the support of the District, leadership in AVID, PBIS, Constructing Meaning, and Eureka Math is in development in order to support implementation of these structures. Through site and District efforts, teachers will continue to receive staff development in building knowledge of AVID to increase academic rigor, PBIS and Integrated ELD to engage and address the academic needs of all students. Special education teachers are receiving staff development in using an RTI based special education model, as well as specific skill and information building training sessions. County resources and district based experts are being utilized to build systemic capacity on site and district-wide.

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

Rancho facilitates and supports structured collaboration/staff development meeting time discuss student achievement, curriculum, and instruction. Collaboration is provided for all teachers, including special education and ELD teachers, to analyze, discuss and utilize the results of common assessment system to guide student placement, instructional planning, delivery, and progress monitoring. Rancho San Justo currently serves 6th-8th grades and students are placed by course level over grade level to continue to offer elective classes and leveled-math courses. Master scheduling has been adjusted to allow all teachers to have a shared prep period so that they can have collaborative time each week. Additionally, professional development will be conducted during staff meetings.

Teaching and Learning

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

Rancho teachers utilize textbooks and supplemental materials that are aligned with the California Common Core State Standards in English Language Arts, Mathematics, Social Science, and Science. Teachers use differentiated instruction and extension assignments to accelerate student learning in these subject areas. Student progress toward meeting Common Core standards in English Language Arts and Mathematics is measured using a system of common assessments. Teachers have designed common assessments to guide instruction and provide remediation when necessary. Teachers at Rancho San Justo have assisted in the creation and revision of pacing guides. The pacing guides are aligned with content and performance standards and these guides are dynamic documents as adjusting them to student need is an on-going process. Pacing guides are intended to respond to learning needs in any given circumstance.

All teachers will participate in structured collaboration to analyze data and discuss effective practices. They will adjust pacing guides accordingly.

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

Hollister School District middle schools are on a six-period day schedule. Each student is guaranteed placement in courses which satisfy the instructional minute requirements for Reading/Language arts and mathematics.

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

Rancho prepares, distributes, and monitors the use of the annual instructional/assessment pacing guide being used for each grade level for all subjects in order for all teachers to follow a common sequence of instruction and assessment. During the day, intervention strategies are provided for students in Language Arts and Math in grades six through eight, as well as several sections of ELD support with a focus on language arts and math.

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

All students have standards-based instructional materials for core instruction. All textbooks in all curricular areas are California Common Core State Standards-based. Both intervention programs and English language instruction are using state-approved materials. Explicit instruction based on ELD strategies, with the newly adopted Constructing Meaning curriculum, is provided to English learners in all content areas.

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

Rancho provides universal access to the current core subjects programs, and the ancillary materials for those programs. The school also provides interventions for ELD, English Language Arts, and Mathematics. These programs are implemented as designed and are documented in daily use in each designated classroom, with materials for qualifying students. Supplemental materials will be used as needed in order to support meeting the needs of all students.

Opportunity and Equal Educational Access

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

School wide, multiple assessments, state scores, benchmark scores, diagnostic, and classroom data are used to identify those students who are not meeting academic performance standards. Students are continually monitored through data analysis and on-going assessments. When a student is below proficient in both Language Arts and Math, teachers collaborate to create intervention strategies aimed at providing additional learning supports.

Evidence-based educational practices to raise student achievement

Teachers at Rancho San Justo have been trained in Constructing Meaning, Eureka Math, PBIS, and AVID, with instructional experts in each area receiving ongoing support. With this in place Rancho San Justo will continue to exercise and examine the efficacy of strategies, which include spiraling of instruction, learning walks, engagement of all students, modeling, individual practice, and explicit instruction that is aligned with common core standards. Teachers identify and implement clear, standards-based student learning targets. Qualifying students may advance their study in Math by taking Algebra I in the seventh grade or in the eighth grade. Math placements will continue to evolve as the California Common Core Standards are adopted. Students participate in project-based activities for Science, History, and Music performances and competitions.

Parental Engagement

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

Teachers and parents communicate academic progress through the web-based AERIES database, including grades for progress reports and semester grading. Students are offered after school tutoring, and teacher support based on teacher availability and student need. Student study teams, 504 plans, and Individual Education Plans are available to students who qualify for these programs. Migrant Education funds support a school liaison at our school site several days a week. Translation services are available through staff both in the administration, counseling, and school office personnel. Youth Alliance offers counseling services, in addition to Community Solutions counseling, and County Mental Health Services.

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)

The School Site Council (SSC), as well as the staff, annually reviews student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and funds are allocated (when available) based on the priority of the service or activity. School advisory committees (ELAC) review the school plan, provide advice on the special needs of students, and provide input on ways the plan can meet the data identified needs.

Funding

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

The staff and School Site Council (SSC) annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities needed to accelerate learning among under-performing students. Funds are then allocated based on the priority of the service or activity. Throughout the year, the SSC monitors the spending of these funds. Allocated funds are used to pay for: interventions needs, staff development, technology, and materials for state adopted intervention programs.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized, and allocated. All expenditures are based on research-based programs and instructional tools. They are data driven and prioritized.

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 provides ongoing input, and evaluates impact of previous schoolwide programs in conjunction with goals. Staff provides input for specific actions to meet goals.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.66%	0.93%	0.7%	6	8	5
African American	0.44%	0.12%	0.3%	4	1	2
Asian	2.41%	1.98%	2.3%	22	17	17
Filipino	0.77%	0.47%	0.7%	7	4	5
Hispanic/Latino	73.66%	74.42%	79.0%	671	640	583
Pacific Islander	0.11%	0.35%	0.5%	1	3	4
White	21.19%	20.7%	15.0%	193	178	111
Multiple/No Response	0.77%	0.12%	0.8%	7	8	6
Total Enrollment				911	860	738

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	291	273	191
Grade 7	292	292	267
Grade 8	328	295	280
Total Enrollment	911	860	738

Conclusions based on this data:

- Hispanic and White students have consistently comprised the largest subgroups.
- The Hispanic student subgroup has steadily increased in its percentage of the student body overall, from 2017-2018 to the 2020-2021 school year, going from 71.2%, 73.66%, 74.42% and 79% respectively.
- The population of the White student subgroup has decreased in its percentage of the student body overall, from 2017-2018 to the 2020-2021 school year, going from 23.09%, 21.19%, 20.7%, and 15% respectively.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	226	219	180	24.8%	25.5%	24.4%
Fluent English Proficient (FEP)	132	120	118	14.5%	14.0%	16.0%
Reclassified Fluent English Proficient (RFEP)	33	16	33	14.5%	7.1%	15.1%

Conclusions based on this data:

1. English Learners have consistently comprised roughly one quarter of the student population at Rancho San Justo.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	316	270	279	311	263	273	311	263	273	98.4	97.4	97.8
Grade 7	265	310	292	263	302	283	263	301	283	99.2	97.4	96.9
Grade 8	267	269	331	262	265	328	262	265	328	98.1	98.5	99.1
All Grades	848	849	902	836	830	884	836	829	884	98.6	97.8	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2526.	2528.	2509.	17.36	18.25	14.29	32.15	34.22	26.37	28.30	25.10	31.50	22.19	22.43	27.84
Grade 7	2506.	2548.	2541.	7.98	16.61	16.61	23.95	33.55	32.86	27.76	27.57	22.61	40.30	22.26	27.92
Grade 8	2549.	2547.	2567.	11.45	7.55	17.99	34.35	37.36	30.49	29.01	27.55	28.35	25.19	27.55	23.17
All Grades	N/A	N/A	N/A	12.56	14.23	16.40	30.26	34.98	29.98	28.35	26.78	27.49	28.83	24.00	26.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.58	20.91	18.68	53.38	51.33	45.05	26.05	27.76	36.26
Grade 7	13.31	24.25	22.97	44.49	49.17	45.94	42.21	26.58	31.10
Grade 8	20.61	20.00	28.75	46.18	45.66	42.51	33.21	34.34	28.75
All Grades	18.30	21.83	23.78	48.33	48.73	44.39	33.37	29.43	31.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.90	21.29	16.12	51.45	50.57	54.21	27.65	28.14	29.67
Grade 7	14.45	28.24	26.86	46.01	48.17	47.00	39.54	23.59	26.15
Grade 8	21.37	17.36	28.05	47.71	52.83	52.74	30.92	29.81	19.21
All Grades	19.02	22.56	23.98	48.56	50.42	51.36	32.42	27.02	24.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.36	16.35	11.36	66.88	65.02	68.13	15.76	18.63	20.51
Grade 7	7.98	11.63	13.78	58.94	66.11	66.08	33.08	22.26	20.14
Grade 8	12.21	13.96	16.46	70.23	66.79	67.07	17.56	19.25	16.46
All Grades	12.80	13.87	14.03	65.43	65.98	67.08	21.77	20.14	18.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.30	32.70	20.51	51.45	49.81	52.38	20.26	17.49	27.11
Grade 7	12.17	29.57	26.15	53.61	49.83	46.29	34.22	20.60	27.56
Grade 8	23.66	24.15	25.38	47.71	47.92	49.24	28.63	27.92	25.38
All Grades	21.77	28.83	24.12	50.96	49.22	49.26	27.27	21.95	26.61

Conclusions based on this data:

1. Data provided for this review are from the 2016-2017, 2017-2018, and 2018-2019 school years. During this time, The school's overall performance on the ELA CAASPP showed growth in Year 2, then a decline in Year 3, with an average of 46% of students meeting or exceeding standard. 6th and 7th grade students showed a similar outcome, with 47.62% and 43.52%, respectively, meeting or exceeding standard, on average. 8th grade student performance declined in Year 2 and improved in Year 3, with an average performance, over three years, of 46.40% meeting or exceeding standard. Overall, the goal of 50% of students meeting or exceeding standards was not met either school wide or in sorting data by grade, though Rancho students remained within 7 percentage points of this goal. The PLC process will provide opportunities to study student performance.
2. Teachers have received Professional Development in Constructing Meaning, AVID, PBIS, and Eureka Math. Teacher Leaders have also been identified in order to support implementation of these strategies. The PLC process will be engaged in order to support ongoing examination of teaching and learning.
3. The data presented in the SPSA, with respect to subtest performance, did not give a clear indication of met/exceeded standard. Instead, the SPSA put met/nearly met in the same category. As a result, it was not possible to study student performance in Reading, Writing, Listening, and Research, with the same metric, for the purposes of this SPSA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	316	270	279	311	263	273	311	263	273	98.4	97.4	97.8
Grade 7	264	310	292	262	301	283	262	301	283	99.2	97.1	96.9
Grade 8	267	269	331	262	264	325	262	264	325	98.1	98.1	98.2
All Grades	847	849	902	835	828	881	835	828	881	98.6	97.5	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2512.	2499.	2493.	14.15	11.03	9.52	21.54	17.87	21.61	34.41	34.98	31.50	29.90	36.12	37.36
Grade 7	2479.	2525.	2512.	6.87	12.96	12.37	15.27	20.93	17.31	27.10	33.89	33.22	50.76	32.23	37.10
Grade 8	2520.	2521.	2530.	13.36	9.85	14.77	17.18	16.29	16.92	24.81	32.20	28.62	44.66	41.67	39.69
All Grades	N/A	N/A	N/A	11.62	11.35	12.37	18.20	18.48	18.50	29.10	33.70	30.99	41.08	36.47	38.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.54	18.63	17.22	40.19	34.98	36.63	38.26	46.39	46.15
Grade 7	9.92	20.60	19.43	29.77	38.21	34.63	60.31	41.20	45.94
Grade 8	22.52	18.56	18.89	28.24	35.61	34.37	49.24	45.83	46.75
All Grades	18.20	19.32	18.54	33.17	36.35	35.15	48.62	44.32	46.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.61	10.27	9.52	48.87	47.15	43.59	40.51	42.59	46.89
Grade 7	6.87	13.29	14.13	44.27	50.17	42.76	48.85	36.54	43.11
Grade 8	14.12	9.47	16.98	39.31	54.55	46.60	46.56	35.98	36.42
All Grades	10.54	11.11	13.75	44.43	50.60	44.43	45.03	38.29	41.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.04	11.79	13.55	46.30	46.01	43.22	36.66	42.21	43.22
Grade 7	8.78	12.96	15.55	54.20	58.14	53.00	37.02	28.90	31.45
Grade 8	14.12	7.20	13.31	46.56	54.92	54.49	39.31	37.88	32.20
All Grades	13.53	10.75	14.11	48.86	53.26	50.51	37.60	35.99	35.38

Conclusions based on this data:

1. Data provided for this review are from the 2016-2017, 2017-2018, and 2018-2019 school years. During this time, The school's overall performance on the Math CAASPP reflected an average of 30.17% in the met/exceeded standard category. 6th graders' performance in this category was at 35.69%, 28.9%, and 31.13%, respectively, with a 31.9% average over three years. 7th graders' performance in this category was at 22.14%, 33.89%, and 29.68% respectively, with a three year average of 28.57% having met or exceeded standard. Meanwhile, 8th graders performed at 30.54%, 26.14% and 31.69%, respectively, with a three year average of 29.46%. Overall, the goal of 40% of students meeting or exceeding standards was not met indicating a need to identify target standards, item specifications, and best instructional practices, as well as increasing focus on construction mathematical responses and performance tasks. Ongoing monitoring of student performance will occur throughout the year.
2. The PLC process will be engaged in order to support ongoing examination of teaching and learning.
3. The data presented in the SPSA, with respect to subtest performance did not give a clear indication of met/exceeded standard. Instead, the SPSA put met/nearly met in the same category. As a result, it was not possible to study student performance in Math Concepts, Problem Solving, or Communications, with the same metric, for the purposes of this SPSA.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1511.6	1526.6	1506.2	1520.6	1516.3	1532.1	70	82
Grade 7	1548.0	1539.0	1546.3	1538.7	1549.2	1538.8	60	69
Grade 8	1545.7	1563.5	1539.6	1573.2	1551.3	1553.3	67	68
All Grades							197	219

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	24.29	29.27	42.86	42.68	21.43	17.07	*	10.98	70	82
7	48.33	39.13	25.00	31.88	18.33	13.04	*	15.94	60	69
8	47.76	29.41	19.40	48.53	22.39	11.76	*	10.29	67	68
All Grades	39.59	32.42	29.44	41.10	20.81	14.16	10.15	12.33	197	219

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.29	47.56	42.86	31.71	18.57	8.54	*	12.20	70	82
7	65.00	47.83	21.67	26.09	*	10.14	*	15.94	60	69
8	53.73	48.53	20.90	35.29	17.91	7.35	*	8.82	67	68
All Grades	50.25	47.95	28.93	31.05	15.74	8.68	*	12.33	197	219

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	12.20	24.29	35.37	34.29	34.15	27.14	18.29	70	82
7	30.00	28.99	26.67	28.99	28.33	24.64	*	17.39	60	69
8	31.34	25.00	23.88	39.71	22.39	20.59	22.39	14.71	67	68
All Grades	24.87	21.46	24.87	34.70	28.43	26.94	21.83	16.89	197	219

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.29	20.73	55.71	62.20	*	17.07	70	82
7	41.67	17.39	55.00	57.97	*	24.64	60	69
8	41.79	36.76	44.78	50.00	*	13.24	67	68
All Grades	39.09	24.66	51.78	57.08	9.14	18.26	197	219

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	51.43	59.76	44.29	29.27	*	10.98	70	82
7	73.33	63.77	21.67	23.19	*	13.04	60	69
8	58.21	63.24	37.31	27.94	*	8.82	67	68
All Grades	60.41	62.10	35.03	26.94	*	10.96	197	219

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	17.14	9.76	21.43	54.88	61.43	35.37	70	82
7	33.33	31.88	31.67	42.03	35.00	26.09	60	69
8	37.31	29.41	25.37	41.18	37.31	29.41	67	68
All Grades	28.93	22.83	25.89	46.58	45.18	30.59	197	219

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	37.80	81.43	54.88	*	7.32	70	82
7	23.33	15.94	71.67	73.91	*	10.14	60	69
8	*	8.82	80.60	83.82	*	7.35	67	68
All Grades	16.24	21.92	78.17	69.86	5.58	8.22	197	219

Conclusions based on this data:

1. The data used for this section is from the ELPAC for 2017-2018 and 2018-2019. By far, the majority of students performed at the Somewhat/Moderately and Beginning levels of ELD in all four domains: Listening/Speaking/Reading/Writing. Constructing Meaning, the new ELD curriculum for Hollister School District, will be implemented across curricular areas in order to provide integrated ELD in all subject matter areas.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
860	57.4	25.5	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	219	25.5
Foster Youth	5	0.6
Homeless	11	1.3
Socioeconomically Disadvantaged	494	57.4
Students with Disabilities	141	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	8	0.9
Asian	17	2.0
Filipino	4	0.5
Hispanic	640	74.4
Two or More Races	8	0.9
Pacific Islander	3	0.3
White	178	20.7





Conclusions based on this data:

- As racial and ethnic data were discussed in a previous section, this section's conclusion adds that socioeconomically disadvantaged students comprise the largest subgroup, according to enrollment data for the 2018-2019 school year. Assuming a consistent percentage of students for 2020-2021 and 2021-2022, the CSI plans include academic and wellness supports that will be implemented to address the needs of vulnerable students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. As of Fall 2018, Rancho's suspension rate was in Level 2 (Orange). Fall 2019 Dashboard data reveal that the suspension rate entered into Level 1 (Red). Efforts to use counseling, positive reinforcement, and family communication have been and will continue to be utilized in an attempt to reduce the suspension rate. Ongoing efforts include beginning to implement PBIS as well as 3R classrooms to educate and redirect students in making better choices with positive behavior.

CAASPP performance in ELA and Math lowered from 2018 to 2019, going from Level 3 (Yellow) to Level 2 (Orange), indicating the need to utilize the PLC process to help students make gains in their learning.
2. Chronic Absenteeism is in Level 2 (Orange) for two consecutive years, and indicates that a proactive system of reaching out to students and families to ensure attendance must be implemented to a greater extent than in the past.
3. Rancho will assess its performance in serving students based upon comparisons between the 21-22 school year and the 18-19 school year.

School and Student Performance Data

Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 7.1 points below standard Maintained -0.1 points 860	 Orange 51.5 points below standard Declined -9.8 points 280	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 33.9 points below standard Maintained -2.8 points 477	 Red 101.6 points below standard Maintained -0.9 points 114

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 52.1 points above standard Increased Significantly ++20.2 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22 points below standard Maintained -1.5 points 634	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 42.9 points above standard Increased ++12.9 points 179

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82 points below standard Maintained ++2.1 points 197	21 points above standard Declined -5 points 83	9.4 points above standard Maintained -0.2 points 518

Conclusions based on this data:

- Dashboard data for Fall 2018 and Fall 2019 reflect an overall decline in the school's performance on ELA CASSPP (From Yellow to Red).

EL students and Socioeconomically Disadvantaged students declined in their performance, going from Yellow to Orange. Students with disabilities declined in their performance as well, going from Orange to Red.
- As mentioned in a previous section, Hispanic and White students are the two main racial/ethnic groups. Their performance in ELA CAASPP declined. Hispanics went from Yellow to Orange, and White students went from Blue to Green.
- English Learner performance, from Fall 2018 to Fall 2019 showed a decline in points below standard, going from 85.2 to 82, for this cohort, which indicates a slight improvement from the previous year, but low performance overall. Reclassified Students as a group declined in their performance, as did English Only students.

School and Student Performance Data

Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 52.3 points below standard Maintained -1.7 points 856	English Learners  Red 97.3 points below standard Declined -14.7 points 279	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Socioeconomically Disadvantaged  Orange 79.3 points below standard Declined -3.5 points 474	Students with Disabilities  Red 143.2 points below standard Declined -4.3 points 112

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Asian  No Performance Color 32.5 points above standard Increased Significantly ++41.7 points 22	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 68.8 points below standard Declined -3.9 points 630	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 2.8 points below standard Increased ++9.3 points 179

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 126.6 points below standard Declined -6.9 points 196	Reclassified English Learners 28 points below standard Declined -4.5 points 83	English Only 36.1 points below standard Maintained 0 points 515
--	--	---

Conclusions based on this data:

1. Dashboard Data for Fall 2018 and Fall 2019 reflect a decline in performance for the school overall, as well as for every student group: English Learners (Yellow to Red), Socioeconomically Disadvantaged (Yellow to Orange), Students with disabilities (Orange to Red). By race/ethnicity, Hispanic students declined in their performance, going from Yellow to Orange. White students improved somewhat, going from 11.7 to 2.8 points below standard, an increase of 8.9 points, but still below standard as a group.
2. English Learners and Reclassified English Learners declined in their Math performance,
3. The present analysis supports previous conclusions of the need for an intentional, cohesive system the involves professional development, ongoing monitoring, and utilization of rigor and best practices to ensure student success.

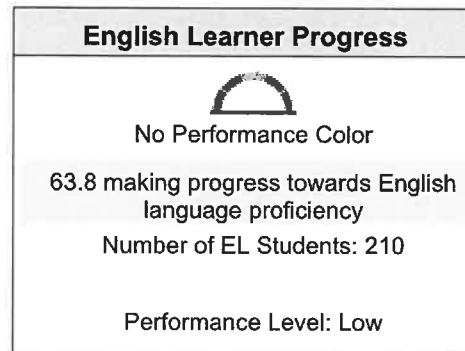
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4	24.7	17.1	46.6

Conclusions based on this data:

1. Fall 2018 and Fall 2019 ELPAC data are presented differently, so for the purposes of this SPSA, a comparison in performance cannot be made. Fall 2019 data reflect that although 63.8% of EL students are making progress toward English proficiency, a large number of students have maintained their level, which indicates that once EL students reach a certain level of performance, their growth halts.
2. Constructing Meaning implementation, as well as PLC in all curricular areas, will be vital to supporting the improved performance of English Learners.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 11.7 Increased +1 949	 Yellow 10.8 Declined -1.8 240	 No Performance Color 33.3 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 14.3 Declined -2.4 14	 Yellow 13.7 Declined -0.5 540	 Red 25.4 Increased +1 134

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color 4.5 Maintained +0.4 22	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 12.9 Increased +0.9 699	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Orange 9.5 Increased +1.3 199

Conclusions based on this data:

1. Dashboard Data reflect a chronic absenteeism rate increase, from 10.7% to 11.7% overall.
2. Chronic absenteeism among English Learners improved slightly, going from 12.6% to 10.8%, which resulted in going from Red to Yellow. Socioeconomically disadvantaged students showed a slight improvement going from 14.2% to 13.7% (Orange to Yellow). Students with disabilities showed increased absenteeism, going from 24.4% to 25.4%.
3. Chronic absenteeism, as an indicator of student engagement overall, will have to be improved. PBIS implementation will seek solutions to this.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 11.1 Increased Significantly +4.6 959	 Red 13.2 Increased Significantly +6.6 242	 No Performance Color 30.8 Increased +21.7 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 20 Increased +11.7 15	 Red 13 Increased Significantly +4.8 546	 Red 14.9 Increased +8 134

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 4.3 Maintained +0.2 23	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.1 Increased Significantly +5 705	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 1	 Orange 7.9 Increased +2.7 202

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.4	11.1

Conclusions based on this data:

- As reported on the California Dashboard, Rancho is at Level 4 (Red) overall for suspensions with an increase of 6.3%.
- Socioeconomically Disadvantaged students, Hispanic students, students with disabilities, and English learners are all at Level 4 (red)
- School-wide focus on building staff-student and home-school relationships has been a focus, together with embedded supports. These offerings show students that staff is committed to student success and gives them additional avenues to connect to staff members and build positive relationships. Also, implementation of PBIS should also help to focus on a positive school climate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions

Goal 1

By June 1, 2022, RSJ Middle School will improve student achievement in ELA and Math Achievement by 5% on CAASPP testing, through high-impact strategies and intentional lesson planning

Identified Need

In ELA, over a three year period, from 2016-2017 to 2018-2019, fewer than 50% of students scored at or above standard in the CAASPP. In Math, over the same period of time, around 30% of students scored at or above standard. The disparity in achievement was greater among EL students and Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	using 2018-2019 CAASPP data, ELA 40.66% and Math 30.87% at or above standard	46% at or above standard in ELA, 36% at or above standard in Math

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Constructing Meaning across disciplines

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

	Professional development
5,250	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Eureka Math Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7200

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Release time for substitutes, which will enable
collaboration time --- 4 Collaboration Days total
for whole Math Department

None Specified
None Specified

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implement Insight ELD program, and integrate CM and AVID strategies into ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2400	Comprehensive Support and Improvement (CSI) None Specified Release time for substitutes, which will enable collaboration time --- 4 Collaboration Days total for whole ELD Department
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goals were difficult to accomplish under distance learning conditions.

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

Major difference is that teachers will receive release time in order to work toward goals.

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions

Goal 2

Students at Rancho San Justo will have equitable access to the curriculum through varied interventions

Identified Need

At Rancho San Justo, students need support in a variety of ways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Accelerated Reader

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development for Teachers

2,000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

	Supplement Accelerated Reader Collection
1000	Unrestricted 0000: Unrestricted prizes for high achievers and most growth
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Homework Club and W.I.N. intervention programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21,500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher hourly wage for four four-week sessions
7,525	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students identified as at risk

Strategy/Activity

Implement Co-Teaching in 6th and 7th Grade in ELA and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Collaboration extra hourly

1400

Comprehensive Support and Improvement (CSI)
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Keep students engaged in the use of their computers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

General Fund
5000-5999: Services And Other Operating
Expenditures
Purchase subscription to Go Guardian

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support Staff innovation by awarding 10 grants this year which give staff the opportunity to enrich learning in support of SPSA goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
10 grants, \$500 each

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

MTSS training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

65000

None Specified
1000-1999: Certificated Personnel Salaries
MTSS training

37750

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
MTSS training

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

--

Source(s)

None Specified None Specified

--

None Specified None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

--

Source(s)

None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The above listed strategies intend to support students with additional instruction and guidance time, and offers teachers the opportunity to be innovative in their instruction.

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

The co-teaching allocation may require additional funds, but otherwise the activities are projected to be sufficient.

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

Additional metrics will be available by STAR Reading and Math tests, which will denote growth over time. MTSS training will lead to system-wide supports in 22-23.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: All students will learn in safe, engaging and inclusive classrooms and schools that motivate them and address their social-emotional needs

Goal 3

Rancho San Justo will create an engaging and positive atmosphere where all students feel connected, resulting in all students coming to school on time every day.

Identified Need

chronic absenteeism and suspension rates were rated orange and red, on our California Dashboard, respectively, for 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance and suspension reports		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

teachers

Strategy/Activity

One hour per month for PBIS team (12 members, November - May)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries PBIS team meetings
1225	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS rewards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
prizes for PBIS and printing costs

1000

Comprehensive Support and Improvement (CSI)
5900: Communications
postage for PBIS recognition

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Daily monitoring of attendance from attendance monitoring teams
2. Daily calls/emails from attendance monitoring teams
3. Weekly articulation with administration on truant students
4. Home visits by administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Unrestricted
None Specified

Unrestricted
None Specified

Unrestricted
None Specified

	Unrestricted None Specified
	Unrestricted None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

To provide noontime activities to engage students in fun, pro-social activities

Strategy/Activity

Noon time sports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
3500	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

PBIS has demonstrated success in giving students incentives to learn and grow in their behaviors. We would like to bolster the reward program so that more students can participate.

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

In this goal we are adding noon time activities

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

We expect to see more positive behaviors being supported through incentives and engaging activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: All students will attend schools that develop and maintain high levels of parent engagement, where all parents are welcomed and have opportunities to be engaged in their child's education

Goal 4

Parent Engagement

Identified Need

Parent engagement in school is a critical component to student success

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Parents

Strategy/Activity

Governance through School Site Council and ELAC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Communication through Website and Social Media

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

selected parents/students

Strategy/Activity

Parent/student social emotional wellness workshop

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,500

Source(s)

S3 Grant
5000-5999: Services And Other Operating
Expenditures
SEL program for parents and students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Grade Level Parent Nights hosted by guidance counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1950	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1050	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year remains challenging due to our inability to bring parents onto campus for these meetings. We will continue these practices, however, in order to build expectations among parents regarding services available to them.

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

Our counseling team has grown to 2 Counselors and a Social Worker. We have seen tremendous growth in our support services, their communication, and in the quality of the communication with parents.

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

We are remaining consistent with previous goals and activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: All students will learn in safe, engaging and inclusive classrooms and schools that motivate them and address their social-emotional needs

Goal 5

Students will increase their awareness of college and career readiness

Identified Need

RSJ does not currently have a program for building awareness of college and career readings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

AVID implementation across disciplines

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
professional development and collaboration

3,500

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
monthly meeting for leadership team

1225

Comprehensive Support and Improvement (CSI)
3000-3999: Employee Benefits

5000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies AVID supplies
------	---

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Implement after school STEM club at RSJ

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries STEM Club
3500	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
1000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies supplies and snacks

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

professional development on Career Development and Post Secondary Readiness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures professional development

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

RSJ will continue to implement activities articulated in last year's SPSA. Now that classes are on campus we have the opportunity to engage students better in learning about college and career readiness.

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

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

This year we are putting greater emphasis on AVID implementation, with school-wide AVID binders and binder checks.

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	\$170,930.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$253,475.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$169,975.00

Subtotal of additional federal funds included for this school: \$169,975.00

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

State or Local Programs	Allocation (\$)
	\$0.00
General Fund	\$5,000.00
None Specified	\$65,000.00
S3 Grant	\$12,500.00
Unrestricted	\$1,000.00

Subtotal of state or local funds included for this school: \$83,500.00

Total of federal, state, and/or local funds for this school: \$253,475.00

School Site Council Membership

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

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

Name of Members	Role
Antonio Vela	Principal
Elena Hatchett	Classroom Teacher
Daniel Zeff	Classroom Teacher
Marcela Serrano	Other School Staff
Andrea Harvey	Classroom Teacher Parent or Community Member
Adam Mendoza	Parent or Community Member
Laura Moorner	Parent or Community Member
Elena Lopez	Parent or Community Member
Student	Secondary Student
Student	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/04/2021.

Attested:

Principal, Antonio Vela on 11/04/2021

SSC Chairperson, Andrea Harvey on 11/04/2021

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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019