



SPSA Updates, December 2023

The following updates have been made to School Plans. All updates have been approved by the respective School Site Councils and submitted for your approval.

Arroyo Verde ES: Updated Title 3 amounts in 1.3 to match site allocation; transferred Title 1 funds from 2.2 to 2.1.

Beattie MS: Added Title 3 funds based on site allocation.

Cope MS: Transferred Title 1 funds from 2.3 to 1.7 to fund paraprofessional support. The site was unable to fill a categorical program specialist position at this time, so funds were redistributed.

Moore MS: Updated Title 3 funds to match the site allocation. The site was unable to fill a categorical program specialist position at this time, so Title 1 funds were redistributed to support student needs.

Orangewood OS: Added Title 3 funds based on site allocation. CSI, Title 1, and LCAP (SSP, CHED) funds were redistributed throughout the plan based on the needs and goals identified by the School Site Council. Some actions were also revised to meet the vision of the SSC.

Attached are the current cover pages, goals, and summary pages from the SPSAs listed above.



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
Arroyo Verde Elementary School	36-67843-6108179		July 11, 2023

Purpose and Description

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

Schoolwide Program

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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidate application (ConApp), pursuant to the California Education Code Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication effort with the ultimate goal of increasing student achievement. The School Site Council is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853 (b) and 52855. California ESSA State Plan significantly shifts the state's approach to utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation fo ESSA in California presents an opportunity for schools to innovate with their

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), African American (AA) student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Arroyo Verde students will receive an education that emphasizes health, physical and emotional well-being through a positive school culture.
Arroyo Verde will focus on utilizing research-based best practices to provide all students with a solid foundation to prepare them to be college and career ready.

Identified Need

1. The suspension rate at Arroyo Verde has remained low through the past year. There is still ongoing need to provide SEL supports through a character education program, positive behavior interventions, and culture-building systems to develop a sense of student connectedness with school and community to reduce the possibility of an increase as well as support student achievement areas.
2. School attendance is a critical component of student success. During this past years, attendance has been a challenge. Arroyo will work to increase overall student attendance by decreasing chronic absenteeism though an outlined positive attendance recognition plan. The administration and school counselors will need to closely monitor data and intervene early on to ensure students are connected to school and academically successful.
3. STEM is an experimental learning pedagogy in which the application of knowledge and skill are integrated through in-context projects or problems focused on learning outcomes tied to the development of important college and career readiness proficiencies, according to the National Science Teach Association. Additionally supports are principally directed toward meeting the needs of unduplicated students, to increase engagement and higher-level understanding of mathematical standards.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Chronic Absenteeism Rate: Percentage of students in grades TK-5 who were absent for 10% or more days of the total instructional days by student groups Source: California School Dashboard</p>	<p>2022-2023 ALL - 23.7% EL - 44.8% FY - 0.0% HY - 23.1% LI - 26.9% SWD - 31.9% AA - 15.4% A - 15.6% H/L - 28.7% W - 17.8%</p>	<p>2023-2024 ALL - 10% EL - 13.6% FY - 38.0% HY - 13.4% LI - 13.4% SWD - 13.9% AA - 8.2% A - 11.2% H/L - 17.3% W - 4.5%</p>
<p>Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard</p>	<p>2022-2023 ALL - 0.7% EL - 0.0% FY - 0.0% HY - 7.7% LI - 1.2% SWD - 1.1% AA - 0.0% A - 0.0% H/L - 1.3% W - 0.0%</p>	<p>2023-2024 ALL - 0.2% EL - 0.0% FY - 0.0% HY - 0.0% LI - 0% SWD - 0.0% AA - 0.0% A - 0.0% H/L - 0 % W - 0.0%</p>
<p>School Climate Survey Percentage of positive responses in the areas of: Relationships, sense of Belonging School Adult Support, Growth Mindset. Emotional and Physical Safety, Climate of support for academic learning , and self management Source: Local Climate Survey</p>	<p>2021-2022 Student Responses - 160 (54%) Student Favorability - 73% Student Favorability EL - 64% EI Responses (% of Student Group) - 5 (50%) FY - Favorability - Data not available. HY - Favorability - Data not Available LI - Favorability - Data Not Available SWD - Favorability - 89% SWD - (% of Student Group) - 22 (47%) AA - Favorability - 71%</p>	<p>2023-2024 Student responses to 65% Student Favorability - 75% Student Favorability EL - 66% SWD - Favorability - 91% AA - Favorability - 73% A - Favorability - 83% H/L - Favorability - 78% W - Favorability - 74% Family Responses - 40% Family Favorability - 87% Staff responses -67%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - (% of Student Group) 23 (58%) A - Favorability - 81% A - (% of Student Group) - 17 (52%) H/L - Favorability - 76% H/L - (% of Student Group) 80 (54%) W - Favorability - 72% W (% of Student Group) - 94 (53%) Family Responses - 167 (31%) Family Favorability - 85% Staff responses - 30 (65%) Staff Favorability - 83%	Staff Favorability - 85%
Participation & Engagement in Parent/Family Workshops Parent/Family engagement workshops Percentage of family participation and positive responses from feedback forms Source: Local Survey	During the 2021-22 school year we held one event for parents around bullying in which we had about 20 attendees. We held our ELAC meetings with only one to two parents attending. Our APPAC meetings averaged four attendees.	2023-2024 Increase attendance by 50%
Student Visual and Performing Arts Participation Percentage of students participating in a VAPA related activity Source: Local Data	2022-2023 ALL - 12.1% EL - 0.0% FY - 0.0% HY - 6.1% LI - 62.1% SWD - 9.1% AA - 12.1% A - 9.1% H/L - 40.9% W - 21.2%	2023-2024 Increase opportunities for family engagement activities by 50%
STEM pedagogy implementation of STEM lessons or clubs based on data collected	Not available at this time	2023-2024 Implementation of the STEAM Lab

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
on classrooms walks including but not limited to lesson plans and/or student work samples Source: Local Data		
Implementation of AVID strategies Source: Local data	Based on classroom walk observations by Admin at least 70% of classrooms are implementing AVID strategies	2023-2024 Implementation in 85% of classrooms
Certification of AVID Elementary	Completed year 2 of AVID elementary	Maintain certification
Attendance Rate Percentage of students who were present by student group Source: District Analysis	2022-2023 ALL - 92.6% EL - 90.6% FY - 95.8% HY - 90.1% LI - 92.0% SWD - 91.5% AA - 93.5% A - 94.8% H/L - 91.7% W - 93.7%	2023-2024 ALL - 96% EL - 94% FY - 96% HY - 95% LI - 95% SWD - 95% AA - 97% A - 97% H/L - 95% W - 97%
Expulsion Rate Percentage of student expelled during the school year by student group Source: CDE Dataquest	2022-2023 All - 0.0% EL - 0% FY - 0% HY - 0% LI - 0% SWD 0% AA - 0% A - 0% W - 0%	2023-2024 All - 0.0% EL - 0% FY - 0% HY - 0% LI - 0% SWD 0% AA - 0% A - 0% W - 0%
SEL/Positive Behavior Systems Self Assessment Survey	2022-2023	2023-2024 Implementation at 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	Survey not available	
<p>SEL/Positive Systems Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status of system implementation as determined by an external evaluator.</p> <p>Source: Local Survey</p>	<p>2022-2023</p> <p>Tier 1 % Implementation - No data</p> <p>Tier 2 % Implementation - No data</p> <p>Tier 3 % Implementation - No data</p> <p>Recognition -</p>	<p>2023-2024</p> <p>Tier 1 % Implementation - 65%</p>
<p>Comprehensive School Counseling Implementation</p> <p>Percentage of growth in the current status of system implementation.</p> <p>source: Local Survey</p>	<p>2022-2023</p> <p>Number of tasks complete -</p> <p>Percent of Year 2 Implementation -</p> <p>Missing Element -</p>	<p>2023-2024</p> <p>Increase scoring to 80%</p>
<p>Parent Involvement: Parent Accounts in Aeries Parent Portal</p> <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p>	<p>2022-2023</p> <p>ALL - 98.9%</p> <p>EL - 100.0%</p> <p>FY - 100.0%</p> <p>HY - 100.0%</p> <p>LI - 98.5%</p> <p>SWD - 97.8%</p> <p>AA - 100.0%</p> <p>A - 100.0%</p> <p>H/L - 98.3%</p> <p>W - 99.0%</p>	<p>100% of students will have an active parent portal</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arroyo Verde Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC) Percentage of times Arroyo Verde has representation at a DELAC meeting	100% representation at District English Learner Advisory Committee meetings	Site representation at 100% DLAC meetings
Implementation of technology boards to support STEM Pedagogy in the classroom Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Due to limits on subs teachers have not been able to attend trainings. However, the boards are being used daily in each classroom based on classroom walks.	June 2024 all teachers with a board attend one training and documented usage in classroom instruction through lessons plans or walk throughs

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

The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance as measured by an increase in the favorability on climate survey and a decrease in chronic absenteeism.

1.1 Develop a sense of student connectedness through character education programs, staff collaboration, mentoring, and planning for a positive student recognition program.

- Provide supplies, materials, and resources as incentives for student recognition for behavior and attendance
- Provide signage and marketing for campus culture initiatives (such as PBIS, House System)
- Provide supplies and contracted services to improve campus culture and student connectedness (such as House Shirts and clubs)
- Provide professional development for staff on campus culture initiatives via on-site presenters or attendance at conferences
- Provide additional time for staff to promote a healthy and positive connection to school for students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

LCAP – Character Education (CHED)
Personnel (1000-3999)
Staff planning, after school clubs

16,200

LCAP – Character Education (CHED)
Non-Personnel (4000-7439)
supplies and materials, conferences

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

Extend leaning through after school programs and field trips that are aligned to the grade level standards and help provide a positive connection to the school for our targeted sub groups.

1.2 Provide student the opportunity at standards based field trips or assemblies

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)

10000

LCAP – Supplemental & Concentration Grant (SSP)
Non-Personnel (4000-7439)
Provide student the opportunity at standards based field trips or assemblies

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

The partnerships are principally directed toward providing support for unduplicated student group families to increase student attendance as measured by attendance data.

1.3 Increase involvement of parents and families

- a. Provide supplies, materials, postage and food to support family events
- b. Provide child care for events to increase parent attendance
- c. Travel and fees for parent attendance at conferences

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)

200

Title I Parent Involvement
Non-Personnel (4000-7439)
Food for meetings

690

Title I Parent Involvement
Non-Personnel (4000-7439)
supplies, materials and food to support family events

300

Title I Parent Involvement
Personnel (1000-3999)
Personnel compensation to monitor children while parents attend meetings with staff

2157

District Funded – Title III
Non-Personnel (4000-7439)
Travel and fees for parent attendance at conferences

100

Title I Parent Involvement
Personnel (1000-3999)
Personnel benefits (child care)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students at Risk

Strategy/Activity

Increased participation in VAPA programs and helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English learners which will lead to an increase in student attendance as measured by attendance data.
1.4 Provide increased opportunities to participate in Visual & Performing Arts
a. Provide supplies and materials for students participating in additional Visual and Performing Arts activities
b. Provide certificated personnel to increase VAPA opportunities

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)

2750	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplies and materials for VAPA activities
7806	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Personnel compensation for VAPA activities
550	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Personnel benefits for VAPA activities

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students at Risk

Strategy/Activity

These actions and strategies will be developed to support the needs of Foster Youth, SWD, English language learners, homeless, African American, Hispanic and SED students as notated in the California Dashboard indicating that students in these groups preformed below the school average as measured by growth on the STAR math assessment.

- 1.5 Provide STEM instructional opportunities to supplement and extend student learning
- a. Purchase of Supplemental STEM materials and robotics equipment to support academic growth in Science 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)

7000

Title I
Non-Personnel (4000-7439)
a. Purchase of Supplemental STEM materials and robotics equipment to support STEM pedagogy

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

1.6 Implement AVID instructional and organizational activities to provide students with foundational skills to be college and career ready. The effectiveness of this strategy will be measured by student growth on the STAR ELA assessment.
Provide teachers AVID training through conferences and professional development
Teacher compensation for conference attendance

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)

12000

Title I
Non-Personnel (4000-7439)
Conference fees or professional development fees

9250

Title I
Personnel (1000-3999)

Teacher compensation for conference attendance

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Arroyo Verde elementary will ensure that all students will participate in a high quality instructional program aligned to the California State Standards and receive intervention support as necessary.
Arroyo Verde will close the achievement gaps for English Learners by implementing research-based best practices, interventions and programs.

Identified Need

1. The End of year STAR district assessment shows the students did meet the goals set which we attribute to strong focus on intervention need and small group instruction. Moving into the next school year we will continue with intervention that focuses on student needs based on data.
2. Research from the National Staff Development Council confirms that "sustained and intensive professional development for teachers is related to student achievement gains and teacher typically need substantial professional development in a given area to demonstrate an increase in student achievement. Research supports the need for continual follow-up and coaching support to more readily transfer professional learning into classroom practice.
3. English Learners demonstrate significant need for support to improve academic outcomes.

Note:
In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment (English/Reading) Source: Internal District Reporting	22-23 STAR Reading Final Screening Grades 1-5	23-24 STAR Reading Final Screening Grades 1-5 ALL - 52%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ALL - 46.2%</p> <p>African American -38.9%</p> <p>American Indian - 100.0%</p> <p>Asian - 70.0%</p> <p>Hispanic - 36.5%</p> <p>Pacific Islander – 85.7%</p> <p>Two or More Races - 56.3%</p> <p>White -55.7%</p> <p>EL - 21.1%</p> <p>SWD - 18.9%</p>	<p>African American - 47%</p> <p>American Indian - 100.0%</p> <p>Asian - 72%</p> <p>Filipino - 79.0%</p> <p>Hispanic - 46%</p> <p>Pacific Islander – 100.0%</p> <p>Two or More Races - 55%</p> <p>White - 59%</p> <p>EL - 17%</p> <p>FY - 2%</p> <p>HY - 50%</p> <p>SES - 48%</p> <p>SWD - 18%</p>
Lexia Grade Level Mastery (GLM) Source: Internal District Reporting	<p>Start of the year 27% were at GLM</p> <p>As of 6/7/22 62% of students are at GLM</p>	<p>By June 2024 65% of the students will reach GLM with 25% of the students moving into or above GLM</p>
STAR Assessment (Math) Source: Internal District Reporting	<p>22-23 STAR Math Final Screening Grades 1-5</p> <p>All - 42.4%</p> <p>African American - 29.0%</p> <p>American Indian - 100.0%</p> <p>Asian - 59.1%</p> <p>Hispanic - 34.1%</p> <p>Pacific Islander – 77.0%</p> <p>Two or More Races - 45.5%</p> <p>White - 58.9%</p> <p>EL - 21.1%</p> <p>SWD - 24.2%</p>	<p>23-24STAR Math Final Screening Grades 1-5</p> <p>All - 43%</p> <p>African American - 34%</p> <p>American Indian - 0</p> <p>Asian - 62%</p> <p>Filipino - 79%</p> <p>Hispanic - 34%</p> <p>Pacific Islander – 100%</p> <p>Two or More Races - 49%</p> <p>White - 58%</p> <p>EL - 17,0%</p> <p>FY - 2</p> <p>HY - 31%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SES - 37% SWD - 22%
English Learner Progress indicator Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2022-2023 English Learner Progress Indicator (ELPI) ELPAC Proficient Level 4- 20.69%	All - 85.5%
ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	2022-2023 (Spring) ALL-53% EL- 11% Foster Youth-0% Homeless- 36% Economically Disadvantaged-48% SWD- 25% African American- 41% Asian- 90% Hispanic- 46% Two or more races- 56% White- 66%	2023-2024 ALL-54% EL- 20% Foster Youth-N/A Homeless- 50% Economically Disadvantaged-46% SWD- 6% African American- 37% Asian- 72% Hispanic- 47% Two or more races- 61% White- 69%
Math State Assessment Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grades 3-5 by student group Source: California School Dashboard	2022-2023 (Spring) ALL- 39% EL- 0% Foster Youth- 0% Homeless- 43% Economically Disadvantaged- 36% SWD- 14% African American- 33% Asian- 71% Hispanic- 32%	2023-2024 ALL- 36% EL-11% Foster Youth-N/A Homeless- 25% Economically Disadvantaged-31% SWD- 6% African American- 15% Asian- 72% Hispanic- 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Two or more races-47% White- 44%	Two or more races-54% White- 48
California Science Test (CAST) Percentage of students meeting or exceeding standards on CAST in grade 5 by student group Source: CDE Dataquest Reporting	2022-2023 (Spring) ALL-34% EL-0% Foster Youth- 0% Homeless- 14% Economically Disadvantaged- 29% SWD- 13% African American- 13% Asian-50% Hispanic- 28% White- 53%	2023-2024 ALL-44% EL-N/A Foster Youth- N/A Homeless- 28% Economically Disadvantaged- 39% SWD- 10% African American- 20% Asian-N/A Hispanic- 42% White- 50%
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2022-2023 RFEP Students = 2 EL Students = 31 (Includes RFEP Students as they were EL at one point in the year.) RFEP % = 6.5%	2023-2024 Reclassify 10% of EL's
Instructional Technology Professional Development	2022-2023 Due to substitute limitations, we were not able to provide professional development last school year	2023-2024 Desired Outcome to implement 2 trainings
GATE Identification Percentage of 3rd grade students identified for Gifted and Talented		2022-2023 School Wide Implementation 100 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Education (GATE) program relative to overall 3rd grade by student group</p> <p>Source: RUSD Internal Dashboard</p>		
<p>Student Marks/ C- or better (English/Reading) in grades 4-5 (ES- 3tri)</p> <p>Source Internal District Reporting</p>	<p>2022-2023 Two trimesters</p> <p>ALL - 81.0%</p> <p>EL - 50.0%</p> <p>FY - 0.0%</p> <p>HY -54.5%</p> <p>LI - 77.0%</p> <p>SWD - 56.7%</p> <p>AA - 81.0%</p> <p>A - 81.8%</p> <p>H/L - 76.8%</p> <p>W - 90.3%</p>	<p>2023-2024 final trimester</p> <p>ALL - 86%</p> <p>EL - 77.0%</p> <p>FY - 100.0%</p> <p>HY - 83%</p> <p>LI - 84%</p> <p>SWD - 87%</p> <p>AA - 89%</p> <p>A - 100.0%</p> <p>H/L - 75%</p> <p>W - 94%</p>
<p>Student Marks/ C- or better (Mathematics) in grades 4-5 (ES- 3tri)</p> <p>Source Internal District Reporting</p>	<p>2022-2023 Two trimesters</p> <p>ALL - 82.2%</p> <p>EL - 66.7%</p> <p>FY - 0.0%</p> <p>HY - 63.6%</p> <p>LI - 77.9%</p> <p>SWD -76.7%</p> <p>AA - 81.0%</p> <p>A - 81.8%</p> <p>H/L - 76.8%</p> <p>W - 90.3%</p>	<p>2023-2024 final trimester</p> <p>ALL - 87%</p> <p>EL - 77.0%</p> <p>FY - 100.0%</p> <p>HY - 77%</p> <p>LI - 83%</p> <p>SWD - 84%</p> <p>AA - 100.0%</p> <p>A - 100.0%</p> <p>H/L - 80%</p> <p>W - 91%</p>
<p>Implementation of State Standards</p> <p>Percentage of respondents indicating 'Fully Implementing' or Fully Implementing with Sustainability by survey domain</p> <p>Source: Local Indicator</p>	<p>ELA - Full Implementation (5)</p> <p>ELD - Initial Implementation (3)</p> <p>Math - Full Implementation (5)</p> <p>NGSS - Initial Implementation (3)</p> <p>History/SS - Initial Implementation (3)</p> <p>Health</p>	<p>Maintain</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	PE	
Long Term English Learners Percentage of English Learners that have been classified s EL's for 6+years. Source: CDE Dataquest Reporting	2022-2023 LTEL Students = 0 EL Students - 29 LTEL Students = 0.0%	2023-2024 LTEL Students = 0%

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
 Intervention/enrichment opportunities offered during, before and/or afterschool and intersession, including push-in and/or pull-out support that focuses on the academic development of at-promise students through supplemental programs and intervention aligned to the academic standards.
 resources and staff
 2.1 Purchase of materials to facilitate an intervention program that is offered both during and outside of the school day

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)
25000	Title I Personnel (1000-3999) Hourly Certificated

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students at risk

Strategy/Activity

Increased academic performance is the intended outcome, focused on individual student growth on assessments, and grades effectiveness will be measured by student growth on the STAR ELA and Math assessments.

2.2 Monitor implementation and progress of instructional practices

Provide release time for teachers to review data, collaborate on effective strategies, complete assessments, and observe successful implementation

Provide supplemental books, technology, and supplies for implementation of action plans (including but not limited to supplemental math manipulatives, white boards, markers)

Provide staff training and conference attendance focused on instructional strategies

Additional certificated intervention opportunities

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)
12380	Title I Personnel (1000-3999) Hourly Certificated
1600	Title I Personnel (1000-3999) Personnel benefits
5168	Title I Non-Personnel (4000-7439) Supplemental books, technology, supplies, support in class instruction
4562	Title I Non-Personnel (4000-7439) Staff training through on site providers or conference attendance

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners not at grade level

Strategy/Activity

Promote academic success for EL students and provide tiered supports and services for students not meeting academic standards, as measured by an improvement in reclassification rates and ELA/Math achievement scores on CAASPP for English Learners.

2.3 Provide appropriate academic intervention and supports for English Learners not at grade level

- a. Provide supplemental materials and resources to support English Learners
- b. Provide translation and interpretation services
- d. Provide EL parent meetings and materials
- d. Provide certificated staff to support EL parent meetings/workshops
- e. Conference fees and travel for staff to attend trainings to support EL instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Non-Personnel (4000-7439) Supplemental Materials and support for English Learners
2000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Language Line subscription for translation and interpretation services
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) EL Representative compensation
233	Title I Parent Involvement Non-Personnel (4000-7439) Materials and supports for EL parent involvement
2000	District Funded – Title III

Non-Personnel (4000-7439)
Attending trainings to support EL instruction

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

2.4 Provide all students with access to appropriate books and materials for effective supplemental instruction as measured by student growth on the STAR ELA and Math assessments.

- a. Provide supplemental materials and supplies to support the base program such as but not limited to, Duplication, paper, printer ink, toner, Classroom Supplies, AVID supplies
- b. Provide instructional support for GATE and Advanced Students
- c. Provide compensation to Credential Staff to support the GATE 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)

Source(s)

17000

LCAP – Supplemental & Concentration Grant (SSP)
Non-Personnel (4000-7439)
Supplemental supplies such as, Duplication, paper, printer ink, toner, Classroom Supplies

500

LCAP – Supplemental & Concentration Grant (SSP)
Personnel (1000-3999)
GATE Coordinator Compensation

250

LCAP – Supplemental & Concentration Grant (SSP)
Personnel (1000-3999)
Benefits

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,196.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$78,960.00
Title I Parent Involvement	\$1,523.00

Subtotal of additional federal funds included for this school: \$80,483.00

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 (\$)
District Funded – Title III	\$4,157.00
LCAP – Character Education (CHED)	\$24,200.00
LCAP – Supplemental & Concentration Grant (SSP)	\$41,356.00

Subtotal of state or local funds included for this school: \$69,713.00

Total of federal, state, and/or local funds for this school: \$150,196.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,003.00
Goal 2	73,193.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	\$12,831
General Fund	\$33,199
State Lottery Funds	\$7,553
Technology	\$14,849
Total:	68,432

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Michele Lenertz	Principal
Wendy Vanegas	Classroom Teacher
Denise Harlacker	Classroom Teacher
Paula Perez	Classroom Teacher
Jacquelyn Marquez	Other School Staff
Marie McCully	Parent or Community Member
Curtis Jones	Parent or Community Member
Alaycia Clark	Parent or Community Member
Daniela Shirey	Parent or Community Member
Sandra Pope	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/2022.

Attested:



Principal, Michele Lenertz on 5/25/22



SSC Chairperson, Alaycia Clark on 5/25/22



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
Beattie Middle School	36-67843-0102558		July 11, 2023

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Maintain and expand upon ways to provide and promote a safe, positive, and community-oriented school culture and learning environment for all students.
This will include tiered behavior intervention and supports through PBIS, social emotional learning through Character Strong, 6th grade transition to middle school through the Where Everybody Belongs (WEB) program, Parent Involvement, RSCL Middle School Sports, AVID, Student Leadership (ASB), Exploratory activities (STEM, Garner Holt, Paxton Learning Labs (CRYROP), and performing arts programs.

Identified Need

1. The suspension rate for Beattie MS demonstrates an increase from from the previous year (3.1% in 21-22 to 4.0 in 22-23 as of April 5, 2023). A focus on decreasing suspensions through positive behavior interventions and character education programs to develop a sense of student connectedness with school and community is a priority.
2. School attendance is a critical component of student success. Beattie's current attendance rate is 95.7%. As of April 5, 2023 data indicates that Beattie's chronic absenteeism rate has increased from 16.6% to 19.8%. It will be critical that Beattie Middle School admin, counselors and teachers work as a team to will work to increase student attendance while decreasing chronic absenteeism.
3. To promote the focus on College and Career Readiness, Beattie MS will ensure that all students and student groups have equitable access to and success in rigorous coursework and be given the opportunities to participate in enhanced, enriched, or advanced learning opportunities.
4. Beattie MS recognizes the importance of a safe school campus that meets the physical and social-emotional needs of staff and students. Therefore staff will continue to support social emotional learning for all students through character education.
5. Beattie MS recognizes the importance of parent and community involvement in the success of a students academic performance and mental health.

State Priorities:

- 3. Parent Involvement
- 5. Student Engagement
- 6. School Climate

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2022-2023 Overall - 93.6% EL - 92.5% FY - 94.3% HM - 91.9% LI - 92.9% SWD - 91.5% AA - 94.7% A - 95.6% H/L - 92.7% W - 94.4%	2023-2024 Overall - Increase by 2% to above 95% EL - Target 93% FY - Target 95% HM - Target 94% LI - Target 95% SWD - Target 93.5% AA - Target 95% A - Target Maintain 95% or above H/L - Target 94% W - Target 95%
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups. Source: California School Dashboard	2022-2023 Overall - 18.6% EL - 25.0% FY - 0.0% HM - 27.1% LI - 21.3% SWD - 26.3% AA - 12.5% A - 9.6% H/L - 23.2% W - 14.3%	2023-2024 Overall - Decrease by 2% to 16% or below EL - Target 23% FY - Maintain 0% HM - Target 25% LI - Target 19% SWD - Target 24% AA - Target 10% A - Target 7% H/L - Target 21% W - Target 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1C - Suspension Rate</p> <p>Percentage of students suspended 1 or more times during the school year by student group.</p> <p>Source: California School Dashboard</p>	<p>2022-2023</p> <p>Overall - 4.8% (total student enrollment = 1137)</p> <p>EL - 9.7%</p> <p>FY - 0.0%</p> <p>HM - 6.3%</p> <p>LI - 5.7%</p> <p>SWD - 9.0%</p> <p>AA - 9.4%</p> <p>A - 0.9%</p> <p>H/L - 5.4%</p> <p>W - 2.9%</p>	<p>2023-2024</p> <p>Overall - Decrease by 1% to below 4%</p> <p>EL - Target 8%</p> <p>FY - Target - Maintain 0%</p> <p>HM - Target 5%</p> <p>LI - Target 5%</p> <p>SWD - Target below 5%</p> <p>AA - Target below 5%</p> <p>A - Target below 1%</p> <p>H/L - Target 4%</p> <p>W - Target Maintain 2.9% or below</p>
<p>1D - Expulsion Rate</p> <p>Percentage of students expelled during the school year by student group.</p> <p>Source: CDE Dataquest</p>	<p>2022-2023</p> <p>Overall - 0.2%</p> <p>EL - 0.00%</p> <p>FY - 0.00%</p> <p>HM - 0.00%</p> <p>LI - 0.3%</p> <p>SWD - 0.0%</p> <p>AA - 1.5%</p> <p>A - 0.00%</p> <p>H/L - 0.2%</p> <p>W - 0.00%</p>	<p>2023-2024</p> <p>Overall - Decrease to below .1%</p>
<p>1E - School Climate</p> <p>Percentage of student, staff and family responses as well as the overall favorability rating.</p> <p>Source: Local Climate Survey (Kelvin)</p>		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1F - SEL/Positive Behavior Systems Self-Assessment Survey</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>		
<p>1G - SEL/Positive Behavior Systems Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status system implementation as determined by an external evaluator.</p> <p>Source: Local Survey</p>		
<p>1H- Parent Involvement: Parent Account in Aeries Parent Portal</p> <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p>	<p>2022-2023</p> <p>Total enrollment: 1137</p> <p>Overall - 99.4% (total student enrollment = 1137)</p> <p>EL - 97.2%</p> <p>FY - 100.0%</p> <p>HM - 100.0%</p> <p>LI - 99.1%</p> <p>SWD - 98.7%</p> <p>AA - 100.0%</p> <p>A - 99.1%</p> <p>H/L - 99.2%</p> <p>W - 99.6%</p>	<p>2023-2024</p> <p>Total enrollment:</p> <p>Overall - Maintain above 99%</p> <p>EL - 97.2%</p> <p>FY - 100.0%</p> <p>HM - 100.0%</p> <p>LI - 99.1%</p> <p>SWD - 98.7%</p> <p>AA - 100.0%</p> <p>A - 99.1%</p> <p>H/L - 99.2%</p> <p>W - 99.6%</p>
<p>1I - AVID Enrollment/Demographics</p> <p>Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2022-2023</p> <p>Overall -8.9% (total student enrollment = 1137)</p> <p>EL - 3.0%</p> <p>FY - 0.0%</p> <p>HM - 9.9%</p>	<p>2023-2024</p> <p>Overall -Increase to above 10%</p> <p>EL - Target 4%</p> <p>HM - Target 10%</p> <p>LI - Target 73%</p> <p>SWD - Target 6%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	LI - 71.3% SWD - 6.9% AA - 5.9% A - 10.9% H/L - 65.3% W - 10.9%	AA - Target 7% A - Target 10% H/L - Target 67% W - Target 10%
1J - AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching and Certification Instrument Source: District Analysis		
1K - School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis		

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

1.1 - Social Emotional Learning (SEL) - The Beattie MTSS/SEB team and counselors will coordinate and support implementation of a tiered, school-wide SEL program implemented by all staff members in support of all students. Supports for students will build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset beliefs facilitating learning communities that are safe, positive, inclusive, and welcoming. Supports for students may include tier one instruction, activities, assemblies, classroom visits, interactive lessons, small group meetings, restorative practices, and

inclusive practices. Staff will participate in district/site professional learning opportunities to support SEL implementation along with inclusive practices for all students. Staff will also coordinate and work with the RCSS team to support Tier One and Tier Two supports as well seek guidance for Tier Three supports and/or trainings to increase access to mental health supports and community resources. The development of SEL tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. In addition, extended learning opportunities will be offered before school and after school that focus on the social, emotional and physical development of at-risk students through supplemental programs, resources and staff. Effectiveness of this action will be evaluated based on increased student attendance, increased participation in school activities, student surveys and a decrease in office referrals, suspensions and expulsions.

This strategy will require the purchase of materials, supplies as well as a staff compensation for meetings, planning and collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
2,380	LCAP – Character Education (CHED) Personnel (1000-3999)

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

1.2 - Positive Behavior Supports - Beattie will promote a positive school climate, and build a positive campus culture through the use of the Bobcat Way (Respect, Responsible and Safe), our school-wide Positive Behavior Intervention and Support Program. A positive campus climate will be promoted by encouraging positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors as measured by a decrease in office referrals, suspensions and expulsions.

Beattie SEB and Leadership Teams will collaborate to define and create a positive system of Tier One supports including recognition such as Student of the Month, the Bobcat Way and other student incentives as well as assemblies. Staff will also collaborate to

develop Tier Two behavior interventions such as student incentives, group counseling, restorative circle groups, behavior contracts, check-in/check-out protocols and additional supports as needed. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increase student connectedness and attendance. Effectiveness of this action will be evaluated based on increased student attendance, increased participation in school activities, student surveys and a decrease in office referrals, suspensions and expulsions.

This strategy will require the purchase of materials, supplies, student incentives, student assemblies, motivational speakers as well as hourly compensation for school personnel to meetings, planning and collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,500	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
2,380	LCAP – Character Education (CHED) Personnel (1000-3999)

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

1.3 - Character Education - Beattie WEB and ASB student groups will lead student-connection activities throughout the school year to foster positive campus culture and school-wide campus pride and connectedness. Beattie WEB & ASB students will attend trainings and workshops as needed to facilitate their leadership role. Effectiveness of this action will be evaluated based on increased student attendance, increased participation in school activities.

This strategy will require funding of trainings and workshops for students and/or teachers as well as materials, supplies and funds for busing and fieldtrips to support leadership initiatives. In addition hourly compensation as well as pay for substitutes will be provided for staff and personnel to plan, collaborate and participate in professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
3,500	LCAP – Character Education (CHED) Personnel (1000-3999)
3,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, but principally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income).

Strategy/Activity

1.4 - Parent and Community Involvement - With the RUSD 2025 vision of Equality through Equity and Strong Parent and Community partnerships, Beattie will provide online and in-person resources and meetings for parents. The school website, bulletin, and Parent Square communication will be used for communication about events and opportunities. Site counselors will develop a "parent resource center" for onsite support for families which may include computer/internet access, resources for counseling, assistance with Aeries Parent Portal and form completion, and meetings with site counselors.

Parents will be encouraged to join and participate in the PTSA, ELAC, SSC, and Site Safety Committee and will be invited to attend school site events such as Back-to-School night, parent education nights, performing arts events and AVID college fair. Effectiveness of this action/strategy will be monitored through feedback surveys.

This strategy will require funding for materials, supplies and light refreshments for parent meetings and parent communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Multilingual students

Strategy/Activity

1.5 - Parent Involvement/Translation Services. - Beattie will provide translation services using site/district staff or outside contractors including Language Line to support a wide range of communication efforts between the school and families. When needed, interpretation support or separate, small group meetings will be used to respond to parents in their home language as much as possible. The result of these actions and services will result in increased student attendance and parent participation in decision making opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I Parent Involvement Personnel (1000-3999)
500	Title I Parent Involvement Non-Personnel (4000-7439)

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

1.6 - Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Beattie will support teachers with innovative technology and technology programs, professional development, and technology tools designed to provide students equitable access to college and career preparedness.

Instructional Technology and Innovation Programs at Beattie Include:

- 1. STEAM and Innovation Labs/Opportunities (Garner Holt, Coding and Robotics, C-STEM, 21st century learning spaces and Computer Science/Coding electives).
- 2. Digital Story Telling electives.
- 3. ROP College and Career Exploratory
- 4. Classroom Innovation

These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. Effectiveness of this action/strategy will be measured through attendance and participation in these elective opportunities.

This strategy will require funding for materials, supplies, hourly compensation and substitutes for planning, collaboration and trainings and fieldtrips.

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)
9,500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.7- AVID - With the support from the Educational Services Division, Beattie will provide continued support for the AVID (Advancement Via Individual Determination) program in order to support students in developing the skills necessary to be successful throughout their K-12 education and in college. Staff will attend professional development focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, focused note taking strategies and note processing strategies.

Beattie will further support staff and students through staff compensation, AVID program organizational materials and supplies, college visitation fieldtrips, college tutors, professional development and additional materials for AVID-focused events. Effectiveness will be measured by an increase of "C" or better grades for AVID students.

This strategy will require funding for materials, supplies, equipment, student incentives, refreshments, substitutes, field trips and trainings as well as hourly compensation for planning, collaboration and meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster/Homeless, Low Income)

Strategy/Activity

1.8 - Career Technical Education (CTE) - In partnership with Colton Redlands Yucaipa Regional Occupational program provides for a College and Career Teacher who teaches the Paxton Patterson Career Exploration class. There are currently five sections of this semester course available to students in the 2021-2022 school year. This class provides students with basic skills in future career

opportunities such as Emergency and Fire Management, Computer Graphics and Animation, Introduction to Health Science careers, Personal Finance, Child Development, Speech Therapy, Home Maintenance, Video Production, Hospitality and Tourism Management, Introduction to Computer Science, Material Processing, Digital Manufacturing, Computer-Aided Design, Energy and Power, Flight and Drones, Introduction to Culinary Arts, and Robotics. This exploration into college and career opportunities provides students with hands on learning experiences and introduces them to courses aligned with the high school career pathways.

It will be important to provide recruitment opportunities so our students are aware of the elective options available to them. Release time will be provided to ensure the ROP teacher can provide college and career focused lessons to various classes through the year. Increased access and participation in engaging elective opportunities will help improve student engagement and provide a sense of belonging and connectedness which will lead to an increase in student attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.9 - Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, Beattie will provide expanded course access for all students. Beattie will look for ways to support staff in offering clubs, enrichment activities at lunch or outside of the school day in order to provide opportunities for all students to engage in VAPA enrichment.

Zero period PE is offered to allow for students to take two elective courses during the school day, thus, providing great opportunities for all students to participate in multiple electives.

VAPA enrichment field trips, as well as transportation for RUSD performances and festivals will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Increased participation and access to

VAPA programs helps improve school engagement and provides a sense of belonging for foster youth, low-income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment.

This strategy will require funding for materials, supplies, equipment, uniforms and instructional resources and materials as well as hourly personnel to support our VAPA 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)
20,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2,000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.10 - Redlands Connection League (RSCL) - With the support of RUSD Student Services Department, Beattie will provide a middle school sports program - RSCL. The programs consists of four sports: volleyball, soccer, basketball, and softball. The RSCL program focuses on character building by fostering a sense of connectedness encouraging school pride and uplifting school culture. The RSCL teams compete against the other three middle schools in RUSD fostering sportsmanship, teamwork, cooperation and and opportunity for students to participate in athletic activities connected to their school.

In addition to the RSCL program, Beattie will also implement intramural lunch time sports run by teachers. Intramural sports will further engage students in athletic experiences and improve school connectedness. The RSCL and Intramural programs at Beattie will be supported through equipment, uniforms, awards, recognition and banners as well as substitute coverage for coaches and compensation. These opportunities for students will foster an increased sense of connectedness leading to increased attendance for unduplicated student groups in the RSCL program.

This strategy will require funding for RSCL and Intramural programs through equipment, uniforms, awards, recognition and incentives, team banners as well as compensation for coaches and support personnel and substitute coverage for coaches and custodians.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2,500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Beattie Middle School counselors worked to identify and support the needs of students through lunchtime SEL groups and assemblies focused on the SEL competencies. They also pushed in to academic intervention classes to support students' academic improvement. In addition, Beattie's SEB team worked to roll out new common school language and open a student store for student incentives and recognition for positive behaviors. Beattie VAPA worked on increasing student engagement with our programs through increased assemblies and performances. Our suspension data indicates that there is more work to be done with regard to SEL support and increasing student and teacher awareness with SEL competencies. Our TFI walkthrough data indicates that our staff and students have an increased awareness of our common school language and are regularly being recognized for positive behavior. It will be important to work with staff to increase their distribution of Bobcat Sighting tickets for all students. Enrollment interest in our VAPA programs for the 23-24 school year indicate that students want to be a part of our band, choir and theatre

programs. We have also focused on increasing the number of teachers who are AVID trained on our campus. We have included 4 new teachers in cooperative study groups training and we have invited 3 new teachers to attend summer institute in an effort to strengthen and support our AVID goals.

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

There were not any significant differences between the intended implementation or the budgeted expenditures for this goal. Some funds were shifted between programs to support the purchase of additional student incentives for our Bobcat Student Store, however all programs were implemented as planned.

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.

Beattie School Site Council recommends that the strategies and programs as outlined within goal 1 continue to be funded in the same capacity to continue program implementation for the 23-24 school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$410,277.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$196,560.00
Title I Parent Involvement	\$3,500.00

Subtotal of additional federal funds included for this school: \$200,060.00

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 (\$)
District Funded – Title III	\$11,282.00
LCAP – Character Education (CHED)	\$28,760.00
LCAP – Supplemental & Concentration Grant (SSP)	\$170,175.00

Subtotal of state or local funds included for this school: \$210,217.00

Total of federal, state, and/or local funds for this school: \$410,277.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,260.00
Goal 2	311,017.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	\$23,121
General Fund	\$128,543
Instructional Media/Library	\$1,946
State Lottery Funds	\$14,313
Music	\$3,560
Technology	\$57,312
Transportation	\$2,400
Total:	231,195

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
- 3 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kimberly Lium	Principal
Shelbi Roque	Other School Staff
Curtiss Allen	Other School Staff
Jamie Arellanes	Classroom Teacher
Kalynn Greeley	Classroom Teacher
Synnove Tyo	Classroom Teacher
Jennifer Allo	Other School Staff
Emily Elgan	Parent or Community Member
Sabrina Gastel	Parent or Community Member
Andrea Orduna	Parent or Community Member
Crystal Sakaguchi	Parent or Community Member
Jane Thurmond	Secondary Student
Sung Ya Chu	Secondary Student
Alice Figueras	Secondary Student
Anne Montiglio	Other School Staff

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 May 15, 2023.

Attested:



Principal, Kimberly Lium on May 15, 2023



SSC Chairperson, Krystal Sakaguchi on May 15, 2023



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
Cope Middle School	36-67843-6059422	May 22, 2023	July 11, 2023

Purpose and Description

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

Cope Middle School is a Title I school; funding is provided through the Local Control Funding Formula and utilizes both state and local resources. The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Cope is identified as ATSI for students with disabilities (SWD) as they currently underachieve when compared to other demographic groups and often have higher chronic absenteeism rates and suspension rates.

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all students with equitable access to programs within a positive, safe, and culturally diverse learning environment.

Identified Need

Through site surveys and collaboration at Department Meetings, Leadership Team Meetings, and the School Site Council meetings, stakeholders expressed continued concerns over students' behavior and social-emotional wellbeing, as well providing a positive, connected, schoolwide culture for students and staff.

The primary focus of this goal will be to address areas of focus for supporting and monitoring this goal will be Relationships, Sense of Belonging, School Adult Support, Emotional and Physical Safety, Climate of Support and Academic Learning, and Self-Management.

In alignment with the Board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Learning in Safe and Secure Environments, Enhanced Learning Through Innovation, Collaborative Community and Parent Partnerships, and Equality through Equity. The actions and services in this goal will support high expectations for all students and creating opportunities for connection and involvement as measured by decreased rates of chronic absenteeism, decreased suspension rates, and an overall increase in the positivity rating based on PBIS surveys.

Note:
In the section below (Annual Measurable Outcomes), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey	ASB - 28 Yearbook - 15 AVID - 184 Advanced Art - 19 Advanced Choir - 45 Advanced Digital Storytelling - 27 Theater Arts - 16 Cross-Age Teaching - 29	
1P - School Connectedness / MS Redlands Connections League Participation Percentage of students participation in the Redlands Connections League Source: District Analysis	Baseline data will be established at the end of the 2022-2023 school year.	Increase overall percentage of individual students participating.

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, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.1 - Social Emotional Learning (SEL) - The site SOAR (PBIS) team and counselors will coordinate a school-wide tiered SEL program implemented by all staff that will support students and staff to integrate Social Emotional Learning (SEL) into classroom and activities. Supports may include Tier One instruction during the school day and activities to reinforce support through assemblies, counselor classroom visits, WEB student-interactive lessons, small group meetings, Character Strong lessons, and Restorative Practices. Counselors will further development of Tier Two and Tier Three resources including outside services and further integrated Cope Wellness Center Use for small groups and targeted interventions.

Staff will participate in District/site professional learning opportunities to support implementation of Tier One SEL programs and support. Staff will collaborate to develop outside-of-class Tier Two and Tier Three supports such as small group counseling/support, restorative circle groups, and others as are identified. Staff will also collaborate with Tier Three professionals to provide further professional development, access to training, and access to mental health and community resources. Counselors will attend professional development to support and lead these efforts and will provide interventions to further support students in need. The development of these tiered supports will focus on meeting the needs of unduplicated student groups, and increase student connectedness and attendance.

Overall, supports and services related to increased social emotional learning will be focused on meeting the needs of these student groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.2 - Positive Behavior Supports - The school site will provide a positive school climate and build consistent campus culture through the use of SOAR (Safe, Organized, Accountable, Respectful), the schoolwide Positive Behavior Intervention and Support program. Positive behaviors, consequences, and incentives will be reinforced and supported through the positive framework with and emphasis on prevention and instruction. A Classroom Behavior Flow Chart to distinguish between teacher-managed and office-managed behaviors will be reinforced schoolwide, and a School-Family Compact will be communicated to further reinforce schoolwide expectations.

Staff will participate in professional learning opportunities focused on implementation of schoolwide positive behavior supports and will collaborate to further develop Tier Two and Tier Three supports. The Leadership and Climate and Culture Team will reinforce a

positive system of student supports to include "SOAR Bucks" for use in the classroom and Student Store, Student of the Month recognition and SOAR Student of the Month recognition, Golden Eagle Awards, and other daily student incentives/recognition. Student incentives for the student store and campus ASB/WEB activities will be supported, and additional student murals to reinforce positive behavior and campus culture will be developed.

The WEB/ASB student groups will provide student incentives and lead student-connection activities throughout the year to foster a positive campus culture and schoolwide involvement. Schoolwide assemblies will be utilized to address and enhance positive school culture, anti-bullying, and safety issues to further support a positive campus culture. Additionally, 5-STAR and Minga will be used as tools to support all campus programs and to track student participation in activities and interventions. Student and family voice will be solicited through all school programs and demographics in order to foster student voice within an informed, positive campus culture. Personnel will be paid to support supervision at all related student activities and for co-teaching planning to provide positive reinforcements within inclusion classrooms.

The development of these tiered supports will focus on meeting the needs of unduplicated student groups, increasing student connectedness and attendance, and decreasing student discipline.

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)
3096	LCAP – Character Education (CHED) Personnel (1000-3999)
19000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
16000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, but primarily focused on students in need of Tier 2/3 supports.

Strategy/Activity

1.3 - Comprehensive School Counseling - Under the guidance of ASCA and the RUSD RCSS Team, school counselors will develop and implement ASCA-aligned student counseling support focused on academics, SEL, and college/career readiness. Counselors will design lessons for each grade level for their classroom visits, conduct parent nights to educate/support parents in these areas, and will coordinate small group meetings for students in identified areas of need. Counselors will further develop the Cope Wellness Center to provide focused individual or small group counseling, space for students to regroup and reset during the school day, and behavioral interventions for those students needing Tier Two and Tier Three supports.

Counselors will utilize data collection and monitoring to inform decision-making to ensure the various student groups are supported. The Academic Case Carriers, FACE Liaison and counselors will collaborate regarding Foster and Homeless students to ensure coordinated supports are provided academically, socially, emotionally, and behaviorally, and will provide additional support/intervention to chronically absent students and SWD who are struggling academically or behaviorally. Resources and materials to support the Wellness Center and Tier Two and Tier Three Interventions, as well as additional release time and/or professional development time for conference attendance or training will be provided.

The development of these tiered supports will focus on meeting the needs of unduplicated student groups, and increase student connectedness and attendance.

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)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in need of Tier 2/3 supports.

Strategy/Activity

1.4 - Intervention Support Teams - Cope will utilize the Intervention Support Team (IST) process to identify and support students through collaboration with students' teachers, counselors, parents, administrators, ACCs, and other stakeholder groups. Counselors will incorporate referrals to the District Behavior Intervention Programs through the support of RCSS and ERMHS for special education students.

Staff will attend professional development to further understand creating and implementing effective ISTs, including identifying trauma and supporting students with appropriate resources, and personnel will be paid to facilitate ISTs outside of school hours.

These plans will be unique to student need, taking into account trauma and will primarily directed toward unduplicated students. They will be based on increased attendance, grades, and proficiency on the state assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

1.5 - Character Education - Under the guidance of the RUSD Educational Services Division, the site team will develop a comprehensive plan to monitor and support students' social-emotional learning and behavioral needs to provide appropriate Tier Two and Three supports.

WEB/ASB activities, Character Strong lessons during the school day, SOAR-team developed activities, counselor lessons and class visits, and ongoing professional development for teachers, will be utilized to monitor and support all students. Targeted areas of focus such as Red Ribbon Week and Mental Health Month will be supported. Personnel compensation will be provided for activities/interventions held before/after school or during lunch.

Effectiveness of this action will be evaluated based on increased student attendance and decrease in suspensions.

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)
1000	LCAP – Character Education (CHED) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

1.6 - Parent and Community Involvement - With the RUSD Redlands 2025 vision of Equality Through Equity and Strong Parent and Community Partnerships, the school will provide online and in-person resources and meetings for parents. The school website, bulletin, and dialouts will be used for communication about the information and opportunities. Digital Storytelling students their teacher will provide tech support and video creation for parent meetings. Site counselors will develop a "parent resource center" for onsite support for families; this may include computer/internet access, resources for counseling, assistance with Aeries/form completion, meetings with site counselors, etc. Site counselors will also provide parent education presentations focused on student support and safety topics and parent resources and materials will be provided.

Parents will be encouraged to join and participate in the PTSA, ELAC, SSC, AAPAC, and Site Safety Committee, and will be invited to attend school site events such as open house, back-to-school night, parent education nights, school art shows, theater productions, AVID college fair, and music events. A School-Family Compact will also be communicated to provide a schoolwide focus of support, and staff will be provided professional development focused on parent connection and engagement strategies.

The site Categorical Program Specialist will help coordinate program staffing and supports for a "Parent University Series" to educate parents on topics related to students' academic success throughout the school year, as well as a monthly newsletter to support parent involvement and education.

Overall, these partnerships will be principally directed toward providing support for unduplicated student groups to increase student attendance and parent participation in decision making processes.

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)
4000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2820	Title I Parent Involvement Non-Personnel (4000-7439)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Multilingual students

Strategy/Activity

1.7 - Parent Involvement/Translation Services - The school site will provide translation services using district staff or outside contractors, to support a wide range of communication efforts between the school and families. When needed, interpretation support or separate small group meetings will be used to respond to parents in their home language as much as possible.

The EL Site Representative will work closely with the RUSD Language Assessment Center to provide translation services and communicate to parents and students accordingly. They will coordinate regular site ELAC meetings for parents of multilingual

students, providing refreshments and resources regarding EL support, school news, the EL site program, and the reclassification process.

The site EL paraprofessional will assist in the ELD II, ELD III, and English classes with translation and instructional support for students. This extra support allows for some instruction to be delivered in students' primary language and supports students with the clarification/support necessary in order to be successful in English classes.

The results of these actions and services will be measured in increased student attendance and an increase in the reclassification rate of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	District Funded – Title III Personnel (1000-3999)
1000	District Funded – Title III Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	Title I Parent Involvement Non-Personnel (4000-7439)
55000	Title I Personnel (1000-3999)
10000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income) and SWD.

Strategy/Activity

1.8 - Instructional Technology and Innovation - With support from the Instructional Technology and Assessment Department, the school will support teachers with appropriate and innovative classroom technology to implement the adopted curriculum technology components necessary to implement the District's Instructional Technology Plan. Staff will be provide site technology support and related professional development.

Students will be provided access to curriculum through classroom computer carts in all classrooms, at-home Google Chromebooks (when requested), and access to online textbooks and curriculum. Online ELD support through Rosetta Stone will be utilized in ELD II and ELD III classes. Students and parents will also be provided access to Aeries Parent Portal and Google Classroom for ongoing access to students academic progress and behavioral well-being. Counselors' and teachers' contact information will be posted on the Cope website for consistent access and it will be expected that counselors and teachers respond to parents in a timely fashion to ensure ongoing communication is maintained.

Introduction to Computer Science (6th grade CSTEM elective) and Advanced Computer Science (7th and 8th grade CSTEM elective) will be utilized as a general elective to ensure equitable access for all students. The Advanced Computer Science course will be utilized as a companion course to the CSTEM math class for 7th and 8th students in order to foster greater interest and understanding in the core mathematics curriculum. Each of these classes utilizes technological components focused on computer science, coding, and robotics.

All students also will have access to the ROP College and Career Exploratory, as well as Digital Storytelling, to provide students engaging/interactive learning environments focused on technology and connections to future high school and career pathways. Additionally, technology as related to makerspace materials, 3-D printing, and virtual experiences will be supported to enhance base and supplemental curriculum and programs.

These actions and strategies will principally support unduplicated student groups as measured by increased enrollment and increased attendance.

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)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1800	District Funded – Title III Non-Personnel (4000-7439) Rosetta Stone

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All AVID program students

Strategy/Activity

1.9 - AVID - Through support from the Educational Services Division, the school site will provide continued support for the AVID (Advancement Via Individual Determination) program in order to help students develop the skills necessary to be successful throughout their K-12 education and in college. Staff will attend professional development focused on AVID strategies, RIMS AVID training, and implementing strategies schoolwide. Areas of focus will support the use of an essential question, focused note taking strategies, developing advanced writing, reading, and critical thinking skills, collaborative study groups, and focusing on teamwork and overall organization skills.

Cope's AVID Program will be focused on moving beyond the current status of "AVID School of Distinction" and focusing on moving toward becoming an "AVID National Demonstration School." Ongoing professional development and training is needed due to the increase in new teacher hires at Cope; training will be provided by site AVID experts as well as outside consultants or attendance at conferences/training.

The school site will further support students through AVID program base and supplemental materials, including organizational materials (binders, dividers, agendas, classroom materials) and through college visitation fieldtrips, with specific colleges to visit each year (6th, 7th, and 8th) so as not to repeat visitation schools. College tutors will also provide students with tutorial support and instruction, and other AVID-focused events will occur throughout the school year. A designated AVID counselor will provide classroom visits and specific lessons to students to further support their academic success and college/career focus, and other personnel staffing and support will be provided as needed. Non-AVID teachers will also be supported through base and supplemental materials to provide AVID-related classroom instruction and activities.

Campus college and career activities will be emphasized throughout the year to coordinate with AVID Initiatives, the ROP College and Career Teacher/classes, and RUSD College Week. Teachers will create "college corners" in their classrooms to promote a college-going culture

The Cope AVID Program was awarded the site Advocacy Award in 2020-2021 and they will continue to also use those funds (FAVD in budget) to support the campus AVID program through additional supplies, college pennants, campus murals, and professional development/training.

These actions and strategies will be measured by increased AVID enrollment and student increases in statewide assessment performance.

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)
12000	Title I Non-Personnel (4000-7439)
5000	Title I Personnel (1000-3999)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.10 - Career Technical Education - A partnership with the Colton Redlands Yucaipa Regional Occupational provides for a College and Career Teacher who teaches the Paxton Patterson Career Exploration class to all grade levels in order to provide increased opportunities for all students to participate in courses aligned with the high school career pathways.

The class provides students basic skills and exploration in college and career programs, and also provides opportunities to engage in hands-on laboratory experiences focusing on Emergency and Fire Management, Computer Graphics and Animation, Introduction to

Health Science Careers, Personal Finance, Child Development, Speech Therapy, Home Maintenance Fundamentals, Video Production, Hospitality and Tourism Management, Introduction to Computer Science, Material Processing, Digital Manufacturing, Computer-Aided Design, Energy and Power, Flight and Drones, Introduction to Culinary Arts, and Robotics.

Cope's ROP teacher also collaborates with Redlands High School's Career Readiness Specialist regarding Cope class visits and providing schoolwide college workshops. Further collaboration regarding implementing middle school Skills USA (advanced level) college and career exploration into one class section is also being considered.

The ROP teacher also collaborates with the AVID team and core content teachers to provide experiential opportunities focusing on college and career within the various content areas. This collaboration provides for additional areas of professional development, on campus college/career activities, and support to guide students toward appropriate high school classes and pathways. Release time may be provided to ensure the ROP teacher can provide college and career focused lessons to the AVID classes once per quarter, and to the Social Studies and Science classes at least once per year. This visitation is also a "recruitment" opportunity for students to learn about the Career Exploration class and the high school pathways.

The Digital Storytelling class works with computer graphics and animation to prepare students for the high school CTE pathway, Video Productions, and also incorporated ELA content standards into their curriculum. The sixth grade Careers class also introduces students to college and career pathway exploration. Base and supplemental program materials will be provided to support classroom instruction and student educational opportunities.

These actions and strategies will principally support unduplicated student groups as measured by improved attendance, increased enrollment, and student perception survey data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.11 - Visual and Performing Arts (VAPA) - With the support of RUSD Educational Services, the school site will provide expanded course access for all students. Within the master schedule, a greater number of "general elective" VAPA courses will be included to accommodate students who are not at the "application-level" for the more performance-based VAPA classes. Additionally, support will be provided to staff to offer clubs or enrichment activities at lunch or outside the school day in order to provide opportunities for all students to engage in VAPA courses.

Two or more sections of 0-period PE will be offered to allow for more students to take two elective courses during the school day, thus, providing greater opportunities for all students to participate in elective courses.

VAPA-enrichment field trips, as well as transportation for District performances and festivals, will be supported, and site-level shows and concerts will be emphasized throughout the year. Support will also be generated for the RUSD PTSA Reflections Contest to further encourage all students to participate in VAPA-focused activities. Connection activities between middle school and feeder elementary schools will be explored to provide a "recruitment" opportunity for all students to promote further interest in the VAPA classes. VAPA-related performance and/or classroom supplies/materials/instruments/books will be supported to further enhance opportunities for students, and instructional assistants and accompanists will be included to support programs if students participation numbers indicate a need.

The growing interest in Cope's theater program will expand the VAPA-related funding needs including set design materials, acting books/materials, choreography, and other outside personnel support.

These actions and strategies will principally support unduplicated student groups as measured by increased VAPA program participation rates, as well as increased positive percentages on the school climate survey.

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)
10000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

5000

LCAP – Supplemental & Concentration Grant (SSP)
Personnel (1000-3999)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.12 - Redlands Connections League (RSCL) and Middle School Athletics - With the support of the Students Services Department, Cope will provide a middle school sports program - the Redlands Connections League (RSCL) and on-site intramurals during lunch. RSCL consists of four sports - volleyball, soccer, basketball, and softball - and focuses on character building by fostering a sense of connectedness and social emotional learning support. These teams compete against the other three middle schools in RUSD and areas of sportsmanship, teamwork, cooperation, and participation are emphasized. 7th/8th grade teams will be provided for both girls' and boys' teams, and a separate 6th grade co-ed team will be available through the Extended Learning Opportunity Program (ELOP).

In addition to RSCL, the school site will implement a lunch time intramural sports program run by the site PE teachers to further engage students in an athletic experience. Incorporating opportunities for special education students to learn how to play sports, and to have student "buddies" or "coaches" to assist is also an area being explored. Having these programs at lunch provides an equitable opportunity for all students to participate in a sport at the middle school level.

A site fitness classroom and mat room will be supported to enhance PE instruction, ELOP programming, and intramural program access. Base and supplemental supplies and equipment will be supported for all sports and fitness-related instruction. Ongoing improvements to the campus athletic courts will also be supported to enhance student access and usability during and outside the school day.

These actions and strategies will principally support unduplicated student groups in greater student connectedness as evidenced by increased student attendance, student participation, and increased positive percentages on the school climate survey.

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)
5000	LCAP – Character Education (CHED) Personnel (1000-3999)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learners, Foster, Homeless, Low Income)

Strategy/Activity

1.13 - Restorative Practices - Counselors and Administrators will be fully trained in restorative practices, including the use of restorative conferences for students and families, to further support students in academic success and overall safety. Professional development and community resources will be provided.

These actions and strategies will principally support unduplicated student groups in increased student attendance and a decrease in suspensions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

Annual Review

SPSA Year Reviewed: 2022-23

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 overall analysis will be determined at the end of 2022-2023 when data is fully accessible and able to be analyzed as compared strategies/activities effectiveness.

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

Minimal differences are noted to date; an overall analysis will be determined at the end of the 2022-2023 school year when data is full accessible and able to be analyzed as compared to budget expenditures.

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.

Cope will continue work in developing Tier 2 and 3 for Positive Behavior Supports to provide other means of correction, and restorative practices will continue to be expanded to assist in lowering suspensions and increasing student attendance. Increased family engagement opportunities will continue to be developed to provide greater connections to Cope programming and outside supports. VAPA program interest continues to grow with the addition of Theater Arts - there is anticipated increased VAPA funding from Prop 28. Cope's athletic program will continue to be updated to provide greater connections to campus and reduce chronic absenteeism. Restorative practices training and resource materials will be increased.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide students with a high quality standards-based instructional program utilizing tiered supports to ensure equitable access for all students to achieve at high levels.

Identified Need

Academic Performance data indicates students are achieving overall in English Language Arts (scoring 9.2 points above standard). However, SWD score very low, while AA, H/L, EL, HY, and LI students continue to struggle, scoring with low performance. SWD are especially of concern scoring 91.8 points below standard. A continued focus in ELA instruction for all students, especially in the area of reading and writing, is a continued area of focus.

In regarding mathematics academic performance data, students are not achieving well (scoring 44.4 points below standard). Similar to ELA instruction, SWD score very low, while AA, H/L, EL, HY, and LI students continue to struggle, scoring with low performance. SWD are the highest level of concern, scoring 153.5 points below standard.

An area of success is the progress of EL students, showing 58.6% of student making progress toward English language proficiency.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for All vision, this goal specifically addresses the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will ensure staff sets high expectations for all students, and they will provide high-quality, standards/research-based learning opportunities to support student success among all student groups. Schoolwide inclusion will be implemented to provide improved academic instruction for SWD and to support increased academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment	2022-2023 (Spring)	Increase overall "standard met" by 3%.

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

2.1: Professional Development to Support Implementation of State Standards - With the support of the Educational Services Division, provide teachers professional development focusing on resources and supports to fully implement the California State Standards. Professional development regarding the scope and sequence, lesson planning, common assessments, research-based instructional strategies, differentiation of curriculum, questioning strategies, AVID instructional strategies, inclusion and co-teaching, and data analysis are supporting topics in this Goal. Support will be provided to core content teachers as well as to exploratory teachers to ensure high-quality instruction is received by all students in all classes.

Teachers will also be provided professional development focused on meeting the instructional needs of all students, with a primary focus on unduplicated students and SWD, in order to further increase student achievement. Personnel substitutes, staffing, and support will be provided for site release time by department or inclusion co-teaching partners for common collaboration regarding the above topics, as well as content-specific conference attendance.

These actions and strategies will principally support unduplicated student groups and demonstrate increased student achievement in math and ELA as measured by local assessments (STAR).

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)
1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
14000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students but principally targeted at unduplicated students not achieving at grade level

Strategy/Activity

2.2: Tiered Academic Supports - One additional Mathematics and English teacher will provided instruction focused on essential grade level standards to support students in meeting grade level standards. Students will be selected for the targeted classes based on their previous year's math and English grades.

Before or after school tutoring will be provided and 0-period PE will be provided to create additional opportunities in the school day for students to participate in additional elective classes or take advantage of academic intervention opportunities. Extended learning opportunities offered during, before, and/or afterschool that focus on the academic development of at-promise students through supplemental programs, resources and staff. Staffing and support by teachers or counselors will be provided to administer these programs, and transportation will be provided to students if available.

Classroom/program materials, supplies, and equipment will be purchased for base and supplemental programs, for all departments, and release time for collaboration and planning will be provided to create and implement academic interventions and supports.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
34500	Title I Non-Personnel (4000-7439)
30000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students but principally targeted at unduplicated students not achieving at grade level

Strategy/Activity

2.3: Tiered Academic Support Plans - With the support of the Educational Services Division, the site will develop systems and supports to monitor student achievement. Transportation will be provided, if available, in order to provide unduplicated increased access to these programs and supports.

0-Period PE will be offered so students can participate in intervention courses or in more than one elective during the school day. 0-Period and after school interventions/supports will be developed during the school year, once progress report or quarter grading report data can be assessed, to determine students most at need for additional intervention. Staffing and support by teachers or counselors will be provided to administer these programs.

Counselors will monitor grades at each grading period and will meet with targeted student groups to provide support, resources, and recommendations for interventions. Administration will meet with teachers regarding F-data and classroom instructional strategies to ensure equitable practices and implementation for all students. Before or after school tutoring will continue with implementation of student peer tutors and core content teacher supervision/instruction/support. A mobile Community Connection may also be implemented, bringing the tutoring opportunities to selected feeder elementary schools in order to further support unduplicated students.

Students will be recognized for high achievement through monthly certificates and awards, as well as through membership into California Junior Scholarship Federation (CJSF), and the annual 8th grade awards ceremony. Materials and supplies for these events will be supported to foster student engagement and increased achievement.

A Categorical Program Specialist will help coordinate and oversee tiered academic support programs, as well as the staffing and support of Extended Learning Opportunity Programs for students. Extended learning opportunities will be offered during, before and/or afterschool that focus on the academic development of at-risk students through supplemental programs, resources and staff. The Program Specialist will collaborate with administrators, counselors, academic departments, and AB86 teachers to monitor students' progress and determine intervention or IST needs. The Program Specialist will also support parent education by creating and providing resources to enhance student achievement. (As of September, 2023, we were unable to hire an English teacher - the Categorical Program Specialist was returned to the classroom for that reason. If someone becomes available, we will refill the Categorical Program Specialist position or hire someone for other intervention support during or outside the school day.)

Improvement plans will be monitored based on increased student performance on STAR, and individual growth on assessments and grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
5000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
20000	Title I Personnel (1000-3999) Categorical Program Specialist Salary/Benefits; staff pay for supports/interventions
15000	Title I Non-Personnel (4000-7439)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Multilingual Students

Strategy/Activity

2.4: Tiered Academic Supports for Multilingual Students - All English teachers will receive professional development to increase the implementation of ELD standards through focused curriculum and appropriate SDAIE strategies. Students will be "clustered" among designated English teachers especially effective in ELD instruction. ELD teachers and the EL Site Coordinator may also receive additional professional development for more targeted instruction, support, and resources. Base and supplemental supplies, materials, and books will be provided for further tiered academic supports.

An increased number of sections of the ELD II (ELD lab targeting Level 1 and 2 EL students), and a section of ELD III (ELD lab targeting Level 3 students), will be added to the master schedule to provide increased supports for students. Release time and/or pay for ELD teachers will be provided for collaboration and development of targeted supports, and teachers providing outside interventions will be supported.

These actions and strategies will be measured by an increase in reclassification rate, and overall individual growth on local assessments and STAR for EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
5000	Title I Personnel (1000-3999)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Special Education Students

Strategy/Activity

2.5: Targeted Special Education Supports - Professional development around inclusion/co-teaching and differentiation of instruction will be provided to special education and general education teachers as needed.

Inclusion will be implemented at all grade levels in all subjects. SPED teachers will be paired with general education math and English teachers, and either teacher or paraprofessionals will support students in science and social studies classes.

Base and supplemental supplies and materials will be provided for further targeted academic supports and focused instruction, and release time will be provided to special education and general education teachers for collaboration and coordinated curriculum/lesson development. Substitutes or other staffing and support will be provided to ensure the planning and collaboration can occur.

SWD will be provided ATSI through before/after school interventions and targeted instruction during the school day. The Study Skills elective will be targeted to include AVID strategies, daily online intervention support/review of ELA and math concepts, reading, and a focus on effective note-taking skills.

These actions and strategies will be measured by increased SPED student enrollment in general education settings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.6: Supplemental Online Instructional Programs - The site will continue to use supplemental programs such as Nearpod, Peardeck, Kahoot, Kuta, Quizizz, IXL, online Mini-QS, and Edulastic to support instruction in the online and in-classroom settings, and Breezin-Through Music and Make Music, or similar programs, will be used to continue to enhance the performing arts classrooms. Other programs such as Brain-Pop, Moby Max, Freckle, Read 180, and Lexia (District-provided), will continue to be utilized for base and supplemental intervention/support programs for during class, after school programs, and extra independent practice for students in the areas of language, reading, and math.

With the support of the Educational Services Division, the site will provide standards-based instructional materials, assessments, interventions, and supporting resources for students to ensure equitable access to services for all students. The site will provide teachers with the necessary classroom instructional materials and supplemental resources including classroom supplies/curriculum, subscriptions, dues, software/hardware, and computers. Core classes and all elective classes are included in this goal to ensure all classrooms have the necessary instructional materials necessary to provide an engaging classroom environment for all students.

Innovative classroom technology will be supported to further enhance and support classroom instruction foster increased student interaction and engagement within the classroom. Examples might include CSTEM materials, Rapidmooc or other digital production equipment, virtual reality tools, 3-D printing, noise-canceling headphones, etc.. Staff will receive additional professional development or training with how best to use the programs, analyze the results, and best support students to achieve further success. Staff may also utilize release time to collaborate and coordinate curriculum, and substitutes or other staffing and support will be provided to ensure the planning and collaboration can occur.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades, as well as performance data from supplemental online 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)
31486	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)
10000	Title I Non-Personnel (4000-7439)
5000	Title I Personnel (1000-3999)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.7: Targeted Math and Science Supports - With support from the Secondary Education Department, teachers will receive District professional development focused on using STEM (Science, Engineering, Technology, and Math).

C-STEM electives (Beginning Computer Science and Advanced Computer Science) will be offered to provide all students access to project-based learning focused on coding and robotics, and to further develop their college and career competencies. Additionally, C-STEM Math will be coupled with the elective to provide grade level math instruction (at the 7th and 8th grade levels) in a more engaging, problem-based course. C-STEM focused fieldtrips and classroom extension activities to enhance base and supplemental materials will be provided to support students' understanding and achievement in the STEM fields.

Math and Science classes will be supported with additional supplies and materials to support reading and writing as well as enhanced collaborative, problem solving or hands-on activities to support overall increased academic performance in math and ELA.

These actions and strategies will principally support unduplicated student groups to increase engagement and higher level understanding of mathematical standards as measured by growth on state and local assessments (STAR), and an increase in math grades (C or better) for students specifically participating in the CSTEM class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
3000	Title I Non-Personnel (4000-7439)
10000	Title I Personnel (1000-3999)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.8:College Readiness Programs - With the support of the Educational Services Department and the California College Guidance Initiative (CCGI), professional development opportunities will be provided to teachers and counselors to further support students with their college and career preparation. College and career readiness will further be supported through 6th grade exploratory classes and the ROP Paxton Patterson Career Exploration class.

The PSAT will be offered to all 8th graders to support college-preparation practice, to support AVID college-going goals, and to ensure all students have access, since all fees will be covered by the RUSD.

Materials and equipment for base and supplemental programs as well as release time or hourly support will be provided to support collaboration and instruction in this area.

These actions and strategies will principally support unduplicated student groups as measured by increased participation on the PSAT.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
700	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Multilingual Students

Strategy/Activity

2.9 English Learner Programs - The EL Site Representative will attend DELAC meetings, hold regular site ELAC meetings, hold site EL Team meetings once per month, and meet with EL students at least twice per year in a group format to provide additional guidance/support. The EL Rep will develop and lead site professional development and provide support to the EL and Gen Ed teachers regarding effective EL instructional strategies, utilizing ELlevation for EL monitoring, and the importance and purpose of the ELPAC. The EL Rep will also coordinate ELPAC testing, including student and parent communication, follow-up, and connection with Gen Ed teachers regarding their part in the process, as well as provide student incentives to help inspire and encourage students for testing success.

An after school EL tutoring program will be continued to provide students additional supports and services toward adequate yearly progress. Student involvement in multilingual-related clubs and field trips will be encouraged to foster increased engagement and academic performance. Transportation will be provided to ensure the greatest number of students can attend programs outside of the school day, and peer or university tutors will be utilized to provide additional support. The Categorical Program Specialist will help to coordinate staffing and support for these programs.

ELAC meetings will be held regularly to communicate resources and updates to parents, and parents will be provided additional supports through conference attendance, small group meetings at the school site, and connections to the site EL Coordinator and counselor. The site will utilize translation technology to further support students' and parents' access, especially at in-person events.

These actions and strategies will principally support multilingual students as measured by an improvement in reclassification rates, and increases in achievement on Math and ELA scores on the CAASPP for identified EL and RFEP students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCAP – Supplemental & Concentration Grant (SSP)
Non-Personnel (4000-7439)

1000

LCAP – Supplemental & Concentration Grant (SSP)
Personnel (1000-3999)

7132	District Funded – Title III Non-Personnel (4000-7439)
1300	District Funded – Title III Personnel (1000-3999)
5000	Title I Non-Personnel (4000-7439)
5000	Title I Personnel (1000-3999)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students but principally directed toward unduplicated student groups (English Learner, Foster/Homeless, Low Income)

Strategy/Activity

2.10: GATE/Advanced Learner Programs - With guidance and support from the Educational Services Division, GATE and Honors-level teachers will receive professional development regarding course content, instructional strategies for all students, and ways to extend learning opportunities through problem-based inquiries and hands-on experiences within the classroom.

Extended learning opportunities for GATE/honors program students will be offered outside the school day to further provide interest and engagement to all student groups.

These actions and strategies will principally support unduplicated student groups as measured by increased academic performance on the STAR, and individual growth on assessments and grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
1000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2022-23

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 overall analysis will be determined at the end of 2022-2023 when data is fully accessible and able to be analyzed as compared strategies/activities effectiveness.

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

Minimal differences are noted to date; an overall analysis will be determined at the end of the 2022-2023 school year when data is full accessible and able to be analyzed as compared to budget expenditures.

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.

An increased focus on the academic success for SWD will be an area of primary focus. Implementing inclusion schoolwide will provide changes and additional supports for students, as well as different instructional needs for teachers. An ongoing focus on EL instruction and supports will also be emphasized.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$443,834.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$214,500.00
Title I Parent Involvement	\$3,820.00

Subtotal of additional federal funds included for this school: \$218,320.00

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 (\$)
District Funded – Title III	\$12,232.00
LCAP – Character Education (CHED)	\$30,096.00
LCAP – Supplemental & Concentration Grant (SSP)	\$183,186.00

Subtotal of state or local funds included for this school: \$225,514.00

Total of federal, state, and/or local funds for this school: \$443,834.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,216.00
Goal 2	262,618.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	\$28,770
General Fund	\$146,790
Instructional Media/Library	\$1,946
State Lottery Funds	\$16,731
Music	\$3,560
Technology	\$65,127
Transportation	\$2,400
Total:	265,324

School Site Council Membership

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

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

Name of Members	Role
Dr. Stephanie Lock	Principal
Nancy Ganther	Classroom Teacher
Katelyn Maguire	Classroom Teacher
Rebecca McBride	Classroom Teacher
Karen Skoog	Classroom Teacher
Adrienne Ashley	Parent or Community Member
Melissa Bergstrom	Parent or Community Member
Jennifer Hayhurst	Parent or Community Member
James Jimenez	Parent or Community Member
Toni Afolabi	Secondary Student
Maren Orr	Secondary Student
Molly Walker	Secondary Student
Danielle Blaine	Other School Staff

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 .

Attested:

Principal, Stephanie Lock on

SSC Chairperson, James Jimenez on



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
Moore Middle School	36-67843-6061881	06-06-2023	July 11, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
ATSI for African American and Students With Disabilities

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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), under the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, under EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students to achieve

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional, and Behavior supports. These supports will foster a sense of connectedness, especially for English learners (EL), Foster Youth (FY), a student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Provide all students with equitable access to programs within a positive and safe learning environment.

Identified Need

- Through collaboration at Staff meetings, Leadership Team meetings, School Site Council meetings, English Learners Advisory Committee meetings, and other educational partners meetings, stakeholders expressed concerns for Moore students in regards to their social emotional well-being, student behavior, and a decrease in schoolwide culture and community at Moore. The primary focus of this goal was to look at identified needs and improve implementation:
1. The suspension rates at Moore Middle School has increased due to a change in administration, office staff, PBIS coordinator, and teachers. A continued focus on decreasing suspensions through Positive Behavior Intervention and character education will help to develop a sense of student connectedness, and ultimately bolster positive school culture and increase student achievement.
 2. School attendance is a critical component of student success. Therefore, Moore Middle School will work to increase student attendance by creating a tiered intervention system that incorporates the SART process (School Attendance Review Team). Families will be connected to needed supports and resources, such as counseling services, information on food distribution and clothing, school supplies, and frequent check-ins from the Counseling team.
 3. Moore Middle School recognizes the importance of a safe school campus that meets the physical and social-emotional needs of students and staff. Therefore, staff will continue to support the physical and social-emotional learning of all through Character Strong education and increase the implementation of PBIS. Moreover, assemblies will be increased to guide students with information on SEL, drug prevention, and promoting student participation in sports, clubs, and enrichment. Counselors will be teaching SEL with targeted small groups for African Americans, Hispanic, and SWD based on data for suspension rates and chronic absenteeism.
 4. Moore Middle School recognizes the importance of parent and community involvement in the success of each student's academic and social-emotional success. Therefore, Moore Middle School staff and administration will continue to work on creating opportunities for parents and guardians to connect, volunteer, and get involved on campus through community and school events targeting the

rebuilding of school culture and community. Administration and counselors will have informational workshops on topics dealing with SEL, drug prevention, and transitioning from elementary to middle school, as well as from middle school to high school.

5. To ensure that all student groups have access to enhanced, enriched, and advanced opportunities to learn, Moore Middle School will continue to build a multi-tiered system of support in behavior, academics, and social-emotional.

- State Priorities:
- A. Parent Involvement
 - B. Student Engagement
 - C. School Climate

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis	2022-2023 Total - 92.1% EL - 88.8% FY 92.4% HY - 89.6% LI - 90.9% SWD - 88.9% AA - 89.6% A - 95.7% H/L - 91.4% W - 93.0%	2022-2023 Attendance Rates: ALL- 93.5% EL-92.0% FY- 95.0% HY-91.0% LI-92.0% SWD- 92.0% AA- 92.5% A- 97.0% H/L-92.5% W- 95.0% Improve Attendance percentage by 1% annually for each student group
1B - Chronic Absenteeism Rate Percentage of students in grades 6-8 who were absent for 10% or more of the total instructional days by student groups.	2022-2023 Total - 25.7% EL - 38.7%	2022-2023 Chronic Absenteeism Rates: ALL- 20.0% EL- 33.0% FY- 10.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: California School Dashboard	FY - 50.0% HY - 37.6% LI - 32.1% SWD - 43.8% AA - 32.3% A - 10.0% H/L - 31.3% W - 17.2%	HY- 23.5% LI- 25.0% SWD- 25.0% AA- 21.0% A- 7.0% H/L- 24.0% W- 13.0% Decrease Chronic Absentee Percentage by 2% annually for each student group
1D - Middle School Drop-Out Rate Percentage of students in grades 7 and 8 who dropped out of school by student group. Source: CALPADS Reporting	N/A	N/A
1E - Suspension Rate Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard	2022-2023 Total - 11.2% EL - 21.0% FY - 33.3% HY - 18.3% LI - 15.5% SWD - 15.1% AA - 37.1% A - 8.0% H/L - 11.6% W - 7.2%	2022-2023 Suspension Rates: ALL- 5.0% EL- 4.0% FY- 20.1% HY- 4.0% LI- 7.0% SWD-7.0% AA- 8.0% A- 0% H/L- 6.0% W- 3.0% Decrease suspension rate by 1% across all student groups.
1F - Expulsion Rate Percentage of students expelled during the school year by student group.	2022-2023 Total - 0.2%	2019-2020 Expulsion Rates: ALL- 0% EL- 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: CDE Dataquest	EL - 0.0% FY - 0.0% HY - 0.0% LI - 0.3% SWD - 0.0% AA - 0.0% A - 0.0 H/L - 0.3% W - 0.0%	FY- 0% HM- 0% LI- 0% SWD-0% AA- 0% A- 0% H/L- 0% W- 0% Maintain current expulsion rate
1G - School Climate Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey (Kelvin)	2021-2022 Student Responses - 785 (84%) Student Favorability - 72% EL Favorability - 72% EL Responses (% of Student Group) - 54 (78%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - 71% SWD Responses (% of Student Group) - 95 (67%) AA Favorability - 76% AA Responses (% of Student Group) - 54 (89%) A Favorability - 71% A Responses (% of Student Group) - 51 (78%) H/L Favorability - 74% H/L Responses (% of Student Group) - 412 (82%) W Favorability - 72% W Responses (% of Student Group) - 582 (84%) Family Responses - 280 (31%)	2022-2023 School Climate Data: Student - 90% Staff - 80% Family - 80% Increase favorable response percentage for surveys by 3% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Family Favorability - 82% Staff Responses - 58 (75%) Staff Favorability - 73%	
1H - SEL/Positive Behavior Systems Self-Assessment Survey Percentage of growth in the current status of system implementation. Source: Local Survey	2022-2023 Completed: School Wide Implementation % -	Increase School Wide implementation by 5% annually
1I - SEL/Positive Behavior Systems Tiered Fidelity Inventory Percentage of growth in the current status system implementation as determined by an external evaluator. Source: Local Survey	2022-2023 Tier 1 % Implementation - Tier 2 % Implementation - Tier 3 % Implementation - Recognition -	Increase implementation of Tier 1 by 15% and begin implementation of Tier 2 and Tier 3.
1J - Comprehensive School Counseling Implementation Percentage of growth in the current status of system implementation. Source: Local Survey	2022-2023 Year 2 implementation is Missing Elements:	Implement an annual calendar and increase Year 1 implementation by 2% annually
1K - Parent Involvement: Parent Account in Aeries Parent Portal Percentage of students with an active parent portal account Source: District Analysis	2022-2023 Total - 98.8% EL - 90.3% FY - 100.0% HY - 97.8% LI - 98.9% SWD - 96.8% AA - 98.4%	2022-2023 Parent Portal: ALL- 98.0% EL- 91.0% FY- 100% HY- 96.5% LI- 97.5% SWD-98.0% AA- 96.4% A- 89.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A - 100.0% H/L - 98.4% W - 99.7%	H/L- 98.0% W- 99.0% 100% participation across all student groups
1L - Participation & Engagement in Parent/Family Workshops Percentage of family participation and positive responses from feedback forms. Source: Local Survey	Data pending	Desired Outcome will be established after baseline data is collected.
1N - Instructional Technology & Professional Development Percentage of staff participation and positive responses from feedback forms Source: Local Survey	Data pending	Desired Outcome will be established after baseline data is collected.
1P - AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled. Source: District Analysis	2022-2023 Total - 11.3% EL - 0.0% FY - 1.6% HY - 11.3% LI - 62.1% SWD - 5.6% AA - 4.8% A - 8.9% H/L - 58.9% W - 20.2%	2022-2023 AVID Data: ALL-15.0% EL- 2.5% FY- 2.5% HY- 15.0% LI- 60.0% SWD- 8.9% AA- 5.0% A- 10% H/L- 55.5% W- 25.0% Increase percentage of AVID enrollment by 1% annually across student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1Q - AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching and Certification Instrument Source: District Analysis	Data pending	Desired Outcome will be established after baseline data is collected.
1U - School Connectedness/MS Redlands Connections League Participation Percentage of students participating in the Redlands Connections League Source: District Analysis	Data pending	Desired Outcome will be established after baseline data is collected.

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

1.1 Moore Middle School will continue to provide professional learning opportunities to teachers and staff members through Moore Middle School PBIS, MTSS, and SEL efforts to increase student engagement on campus, thus affecting our school climate, reduce our suspension rate, improve SBAC scores in ELA and Math and improve chronic absenteeism data across all student groups. The PBIS team and school counselors will coordinate a school-wide tiered SEL program that will include assemblies, class lessons, and small group activities that will continue to support students in building competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset in a learning environment that is safe, positive, and inclusive.

These supports may include extended learning opportunities offered at lunchtime through clubs, activities that promote behavior expectations and intramural sports. Additionally, activities organized with ASB and WEB, assemblies organized with the PBIS team and counselors, and counseling small groups will be offered to students. The development of these tiered supports will focus on meeting the needs of unduplicated students groups and increasing student connectedness and attendance in the following ways:

a. Hourly pay for Tiered Interventions and supports (PBIS, SEL & Counseling supports)

- b. Professional Development, Planning time, Collaboration, Conferences, Consulting, Training, Workshops for students and staff (Classified and Certificated)
- c. Materials and resources: Library, PBIS, ASB, WEB and Yearbook for student/staff and clubs/activities
- d. Fees for Guest Speakers
- e. Student recognition, incentives, and field trips (i.e. Student of the Month incentives, 8th grade dance tickets, students with Cs or better or positive behavior and/or attendance)
- f. Hourly pay for staff to increase student participation in WEB

The effectiveness of this strategy will be measured by a decrease in both the chronic absentee and suspension data as well as an increase in student connectedness data on the Kelvin survey, especially for students with disabilities, Foster Youth, Hispanic and African American student subgroups.

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)
20000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Professional Development, Consulting, Collaboration, Salaries, Benefits & Extra Duty Pay
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Supplemental Materials
3480	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Incentives & Guest Speakers
9000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) 8th-grade dance tickets

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

1.2 In support of the District's Redlands 2025 vision of Equality through Equity, Moore Middle School will continue to work to increase parent involvement with school personnel, improve parent/school communication during the school year, increase parent access to community events, meetings, and support programs on campus. In addition, the WEB/ASB student groups will utilize 5-Star to support campus programs and track student participation as they provide student incentives and lead activities throughout the year to foster a positive campus culture and schoolwide involvement. Schoolwide assemblies will be utilized to address and enhance positive school culture, anti-bullying, SEL, and safety issues to further support a positive campus culture.

Provide students with access to library/media resources to increase student engagement on campus (climate), improve SBAC scores in ELA and Math, and to provide equity by updating outdated library collection (non-fiction and fiction).

- a. parent nights (speakers, light refreshments, materials, printing)
- b. home mailings
- c. guest speakers
- d. hour pay for translation
- e. purchase of books to support Library

The effectiveness of this strategy will be measured by an increase in student attendance rates due to higher parent involvement in school programs. These partnerships are principally directed towards providing support for unduplicated student groups and their families by increasing students' sense of belonging and safety, especially for students with disabilities, Foster Youth, Hispanic and African American student subgroups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I Parent Involvement
Non-Personnel (4000-7439)
Parent Workshops, Supplies and Materials

1065

Title I Parent Involvement

	Non-Personnel (4000-7439) Supplies and Materials
8000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Translation & Extra Duty Pay
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Library books to support Library

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, principally directed toward Tier 2/3 supports

Strategy/Activity

1.3 Comprehensive School Counseling. Moore counselors will develop and implement ASCA-aligned student counseling support focused on academics, SEL, and college/career readiness. Counselors will design lessons for each grade level for their classroom visits, conduct parent workshops to educate/support parents in these areas, and will coordinate small group meetings for students in a variety of areas as needed. Counselors will develop an on-site Wellness Center, to provide focused individual or small group counseling, space for students to regroup and reset during the school day, and behavioral interventions.

Counselors will utilize data collection and monitoring to inform decision-making to ensure the various student groups are supported. The Academic Case Carriers (ACC) and counselors will collaborate regarding Foster and Homeless students to ensure coordinated supports are provided academically, socially, emotionally, and behaviorally. Additional release time and/or professional time will be provided

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)
13000	LCAP – Character Education (CHED) Personnel (1000-3999)

3000	LCAP – Character Education (CHED) Non-Personnel (4000-7439) Materials and Resources
7000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student, principally directed toward students participating in AVID program

Strategy/Activity

1.4 AVID - With the support from the Educational Services Division, Moore Middle School will continue implementing the AVID program (Advancement Via Individual Determination) school-wide to support students in developing the skills necessary to advance to high school and beyond. Staff will attend professional development and workshops focused on AVID strategies and an emphasis will be placed on implementing AVID strategies schoolwide. Areas of focus will include school-wide use of an essential question, WICOR, and continued support with the organization via the proper use of an agenda. Materials, supports, equipment, and supplies will be purchased to support the AVID school-wide vision.

Moore Middle School will further support staff and students through the AVID program organizational materials and supplies, college visitation field trips, college tutors, professional development, and additional materials for AVID-focused learning and events. The effectiveness of this strategy will be measured by an increase of "C" or better grades for AVID students and ongoing growth of the implementation of the program as measured by the AVID Certification and Coaching Instrument (CCI).

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)
7500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

	College Visits fees, Transportation, Materials & Supplies
7000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Academic Agendas

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

<p>1.5 Instructional Technology and Innovation - With support from the Instructional Technology and Accountability Department Moore will support teachers with innovative technology and technology programs, professional development, and technology materials and tools designed to provide students equitable access to college and career preparedness.</p> <p>Instructional Technology and Innovation Programs at Moore Include:</p> <ol style="list-style-type: none"> 1. STEAM and Innovation Labs/Opportunities (Z-Space, C-STEM, 21st-century learning spaces, and Computer Science/Coding electives). 2. Digital Storytelling 3. ROP College and Career Exploratory 4. Classroom Innovation (iPad, laptops, speakers, ELMOs, cameras, etc.) 5. Intro to STEAM & Advance STEAM Elective <p>These opportunities provide students with engaging/interactive learning environments focused on technology and connections to future high school and career pathways. The effectiveness of this action/strategy will be measured through attendance and participation in these electives.</p>

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)
15000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

1.6 After school/lunchtime enrichment/ club personnel support and materials (including but not limited to STEAM, Run Club, Visual and Performing Arts (VAPA) etc. With the support of RUSD Educational Services, Moore Middle School will provide expanded course access for all students. Moore will look for ways to support staff in offering clubs, enrichment activities at lunch and outside of the school day to provide opportunities for all students to engage in enrichment.

VAPA enrichment field trips, as well as transportation for RUSD performances and festivals, will be supported, and site-level shows and concerts will be emphasized throughout the year. Connection activities between middle school and feeder elementary schools will also be explored and encouraged to provide recruitment opportunities for all students. Materials, supplies, equipment, uniforms, and instructional resources will be purchased to support the VAPA program at Moore. Additionally, equipment and technology needed to support VAPA include iPads, speakers, lighting, sound system, and cameras.

Increased participation and access to VAPA programs help improve school engagement and provide a sense of belonging for foster youth, low-income students, and English Learners which will lead to an increase in student attendance as well as increased participation in elective enrollment.

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)

7500	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) Extra Duty Pay
------	--

2500	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Additionally supported by music budget
------	--

18000	LCAP – Supplemental & Concentration Grant (SSP)
-------	---

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our suspension rate has increased from previous years due to a lag in implementing PBIS with fidelity and minimal SEL for students. The Moore PBIS team has restarted implementation with support and collaboration of staff for buy-in and schoolwide use of interventions, supports, and incentives in order to develop strategies to decrease student behavior incidents and the need for suspensions from school. Administration and Counselors meet weekly to discuss specific Chronic Absent student and develop action plans to increase these specific students' attendance, while also rewarding students who attend school regularly. Our enrichment programs continue to expand and increase student engagement on campus, as well as develop a sense of school pride for our programs.

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

For Goal 1.2, Moore sees parent engagement as an area of improvement and a way to develop school culture. Administration meets regularly with PTSA, SSC, ELAC, and other parent groups to brainstorm ideas to increase student and parent involvement on campus through on-campus events and activities and more recruiting for PTSA, SSC, and ELAC for parent feedback and improvement. Moreover, the library needs to be updated to provide access to more current non-fiction and fiction materials for equitable access to materials.

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.

Analysis of the 2023-2024 implementation goals will occur in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2023-2024 school year. Goals will be monitored with appropriate data and adjustments to funding will be made as needed.

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

All students will progress towards meeting standards in academics.

Identified Need

CAASPP and district benchmark data show that there is a major decline in ELA and Math proficiency. Students are still not Meeting or Exceeding expected master of the standards, Additionally, there is a clear achievement gap that remains between the performance of various student groups. Therefore, Moore Middle School recognizes the need to continually support strong first instruction through Professional Development, coaching, and interventions.

In alignment with the RUSD Board-adopted RUSD 2025: Excellence for all vision, the strategies outlined throughout this goal specifically address the priorities of Excellence in Education and Equality through Equity. The actions and services in this goal will support staff in setting high expectations for all students, providing high-quality, standards/research-based learning opportunities for all students.

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), LI (Low-Income students), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A - ELA State Assessment Average Distance from "Standard Met" on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 6-8 by student group.	2022-2023 (Spring) Total - 51.0% EL - 4% FY - 0.0%	2022-2023 Total - 48.0% EL - 6.0% FY - 26.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: California Dashboard	HY - 35.0% SES - 40.0% SWD - 15% AA - 29% A - 71% H/L 43% W - 62%	HY - 39.0% SED - 38.0% SWD - 16.0% AA - 29.0% A - 78.0% H/L 39.0% W - 60.0% Improve performance in each student group by 5% annually
2B - Math State Assessment Average Distance from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for grades 6-8 by student group. Source: California Dashboard	2022-2023 (Spring) Total - 35% EL - 2% FY - 25% HY - 16% SES - 23% SWD - 11% AA - 9% A - 73% H/L - 24% W - 52%	2022-2023 Total - 31.0% EL - 2.0% FY - 1.0% HY - 20.0% SED - 22.0% SWD - 12.0% AA - 8.0% A - 63.0% H/L - 20.0% W - 48.0% Improve performance in each student group by 5% annually
2C - California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) by student group. Source: CDE Dataquest Reporting	2022-2023 (Spring) Total - 28.0% EL - 0% FY - 0% HY - 11% SES - 15% SWD - 9% AA - 0%	2021-2022 Total - 28.0% EL - 1.0% FY - 1.0% HY - 22.0% SED - 20.0% SWD - 1.0% AA - 15.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A - 64% H/L - 14% W - 47%	A - 51.0% H/L - 21.0% W - 47.0% Improve percentage of Standard Met and Exceeded by 5% annually
2D - English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2022-2023 (Spring) Level 4- Well Developed - 20.97% Level 3- Moderately Developed - 46.77% Level 2- Somewhat Developed - 19.35% Level 1 - Beginning Stage - 12.90%	Level 4- Well Developed - 48.0% Level 3- Moderately Developed - 36.0% Level 2- Somewhat Developed - 15.0% Level 1 - Beginning Stage - 9.0% Improve percentage of Well-Developed and Moderately Developed by 5% annually
2E - Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2022-2023 RFEP Students - 12 EL Students - 74 (Includes RFEP Students as they were EL at one point in the year.) RFEP % - 16.2%	2022-2023 Reclassification Data: 10 of 83 (12.0%)
2F - Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years. Source: CDE Dataquest Reporting	2022-2023 LTEL Students = 11 EL Students - 62 LTEL % - 17.7%	2022-2023 LTEL Data: 40 of 74 students (54%) Decrease LTEL percentage by 2% annually
2U - STAR Assessment (English/Reading)	2022-2023 Star Reading Spring Assessment	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Internal District Reporting	<p>ALL - 45.4%</p> <p>African American - 18.8%</p> <p>American Indian - 100.0%</p> <p>Asian - 71.1%</p> <p>Hispanic - 35.1%</p> <p>Pacific Islander – 45.5%</p> <p>Two or More Races -63.6%</p> <p>White - 61.0%</p> <p>EL - 2.1%</p> <p>SWD - 23.8%</p>	<p>ALL - 48.0%</p> <p>African American - 17.0%</p> <p>American Indian - 100.0%</p> <p>Asian - 78.5%</p> <p>Filipino - 58.1%</p> <p>Hispanic - 36.4%</p> <p>Pacific Islander – 1.0%</p> <p>Two or More Races - 56.3%</p> <p>White - 62.1%</p> <p>Uncoded - 26.0%</p> <p>EL - 4.0%</p> <p>FY - 37.0%</p> <p>HY - 28.5%</p> <p>SES - 35.5%</p> <p>SWD - 15.5%</p> <p>Increase At/Above Benchmark percentage by 5% annually</p>
2V - STAR Assessment (Mathematics)	2022-2023 Star Math Spring Assessment	2022-2023
Source: Internal District Reporting	<p>ALL - 23.4%</p> <p>African American - 8.6%</p> <p>American Indian - 100.0%</p> <p>Asian - 55.5%</p> <p>Hispanic - 15.6%</p> <p>Pacific Islander – 14.3%</p> <p>Two or More Races - 41.6%</p> <p>White - 32.9%</p> <p>EL - 2.6%</p>	<p>6th grade:</p> <p>ALL - 31.0%</p> <p>African American - 11.0%</p> <p>American Indian - 1.0%</p> <p>Asian - 61.5%</p> <p>Filipino - 51.0%</p> <p>Hispanic - 21.6%</p> <p>Pacific Islander – 1.0%</p> <p>Two or More Races - 43.0%</p> <p>White - 67.0%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD - 8.6%	Uncoded - 44.0% EL - 3.0% FY - 7.0% HY - 17.0% SES - 21.5% SWD - 8.0% Increase At/Above Benchmark percentage by 5% annually
2W - Student Marks - C- or better (English/Reading) in grades 6-8 (2nd semester) Source: Internal District Reporting	2022-2023 Total - 79.3% EL - 70.9% FY - 80.0% LY - 64.7% LI - 72.2% SWD - 73.6% AA - 69.6% A - 87.5% H/L 73.8% W - 87.0%	2022-2023 C- or above in ELA/Reading Data: Total - 85.0% EL - 85.0% FY - 89.0% LY - 82.0% LI - 76.0% SWD - 79.0% AA - 56.0% A - 97.0% H/L 76.0% W - 90.0% Improve percentage overall by 5% annually
2X - Student Marks - C- or better (Mathematics) in grades 6-8 (2nd semester) Source: Internal District Reporting	2022 - 2023 Total - 77.1% EL - 47.3% FY - 80.0% HY - 64.7% LI - 67.7% SWD - 67.8%	2022-2023 C- or above Math Data: Total - 80.0% EL - 72.0% FY - 65.0% HY - 80.0% LI - 73.0% SWD - 71.0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA - 58.9% A - 91.7% H/L - 70.0% W - 88.3	AA - 54.0% A - 95.0% H/L - 75.0% W - 90.0% Improve percentage overall by 5% annually
Percentage of Students in an Honor's Class	2022-2023 Total - 14.6% EL - 0.0% FY - 0.0% HY - 7.5% LI - 8.1% SWD - 2.2% AA - 6.5% A - 40.0% H/L - 8.5% W - 21.7%	2022-2023 Total - 16.0% EL - 2.0% FY - 6.0% HY - 8.5% LI - 11.5% SWD - 1.5% AA - 13.0% A - 40.0% H/L - 10.0% W - 22.0% Increase honors enrollment by 5% in each student group

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)

Students not achieving at grade level

Strategy/Activity

2.1 Provide opportunities for staff collaboration/professional development to improve standards-based instruction, and therefore increase student SBAC scores in English Language Arts (ELA) and Math.

- a. substitute teachers
- b. hourly compensation for after hours collaboration
- c. conference fees/travel expenses
- d. consultants
- e. reprographics/printing

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)
10000	Title I Personnel (1000-3999) Substitute Teachers and Collaboration
2000	Title I Personnel (1000-3999) Sub benefits
1500	Title I Non-Personnel (4000-7439) Including but not limited to AVID, PBIS, core content training opportunities, etc...
500	Title I Non-Personnel (4000-7439) reprographics/printing

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

2.2 Support of supplemental academic programs to improve student mastery of standards and increase SBAC scores in English Language Arts and Math.

- a. instructional materials for classrooms (including CTE)
- b. site licenses/materials/training for intervention software programs
- c. reprographics/printing

As a result of the implementation of this goal, students, especially our at-risk students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

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)
5000	Title I Non-Personnel (4000-7439) instructional materials
5000	Title I Non-Personnel (4000-7439) site licenses/materials/training for intervention software
12000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) Site-licenses/materials/training for intervention software
1120	Title I Non-Personnel (4000-7439) reprographics/printing
15701	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) instructional materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students not achieving at grade level

Strategy/Activity

2.3 Student assessment data for SBAC, CAST and district benchmarks shows a decrease in student achievement in ELA skills that target Listening, Speaking, Reading, and Writing, as well as Math computation and reasoning skills. There is a need for targeted group intervention through before and afterschool classes provided by Moore teachers in English and Math.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

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)

120000

Title I
Personnel (1000-3999)
Intervention Specialist

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

2.4 To close the achievement gap for all students, extended learning opportunities will be provided to support at-promise students with acquiring the skills necessary to be successful in middle school. In addition, teachers and staff will receive the necessary training and collaboration time to plan lessons and conduct peer observations. Lastly, funds will continue to be allocated for staff compensation, hourly pay and/or overtime, substitutes, and other supplemental support as needed.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I
Non-Personnel (4000-7439)
Materials & Supplies

5000

Title I
Personnel (1000-3999)
Extra Duty Pay

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

2.5 To close the achievement gap, Moore Middle School will hire and offer additional hours to support staff to ensure at-promise students have academic support throughout the school day, and additional staff. This may include but is not limited to additional paraprofessionals.

As a result of the implementation of this goal, students, especially our at-promise students (EL, African American, Foster Youth, Homeless, Students with Disabilities, Hispanic/Latino, and Low-Income student groups) will demonstrate increased student achievement in math and English Language Arts as measured by district exams, (such as STAR and benchmark test), ELPAC exam, and CAASPP.

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)

15000

LCAP – Supplemental & Concentration Grant (SSP)

	Personnel (1000-3999) Extra Duty Pay
10451	District Funded – Title III Personnel (1000-3999) Extra Duty Pay
10000	Title I Personnel (1000-3999) Wages

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Multilingual Students

Strategy/Activity

2.6 Tiered Academic Supports for Multilingual Students - Moore staff will implement programs to support language acquisition for English Learners. Professional development will be provided to increase the implementation of the ELD standards across all grade levels and content areas. English Learners will be "clustered" among designated English teachers and elective ELD instruction will be provided in our ELD classes with ELD I, ELD II, and ELD III being offered. Materials, supplies, and equipment will be purchased, staff will be hired to support students not achieving at grade level in the ELD classes as well as the "clustered" English classes and conference/professional development opportunities will be offered. Additionally, Moore Middle School will continue to pay para-professionals for both EL and after-school intervention to support students not achieving at grade level.

The effectiveness of this study will be monitored through ELPAC and STAR scores as well as reclassification rates.

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)
5000	Title I Non-Personnel (4000-7439) Materials & Supplies / Conference & Training Fees for at-risk EL students

5000	Title I Personnel (1000-3999) Salary & Benefits
5000	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439) ELD
2000	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999) ELD / EL Representative Compensation

Annual Review

SPSA Year Reviewed: 2022-23

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.

Due to below-standard results in ELA and Math for student groups, an emphasis will be placed on professional development, providing materials, collaboration time, and hiring an intervention specialist to focus on Math and ELA primarily. Analysis of the 2022-2023 implementation of goals occurred in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals for 2023-2024 school years will be monitored with appropriate data and adjustments to funding will be made as needed by SSC and Moore's Leadership Team.

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

Professional development is still a goal for Moore Middle School. Admin will meet with targeted staff members to encourage them to attend professional development opportunities off-site. This goal will also be implemented for summer staff development related to our Leadership team in preparation for developing school culture and collaboration on the mission and vision of the staff. Analysis of the 2022-2023 implementation goals occurred in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals for 2023-2024 school years will be monitored with appropriate data and adjustments to funding will be made as needed by SSC and Moore's Leadership Team.

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.

Adding SSP funds to Goal 2.2 for instructional materials that do not qualify for Title 1 funds.

Analysis of the 2022-2023 implementation goals occurred in conjunction with School Site Council (SSC) and Moore's Leadership Team throughout the 2022-2023 school year. Goals for 2023-2024 school years will be monitored with appropriate data and adjustments to funding will be made as needed by SSC and Moore's Leadership Team

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$368,317.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$172,120.00
Title I Parent Involvement	\$3,065.00

Subtotal of additional federal funds included for this school: \$175,185.00

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 (\$)
District Funded – Title III	\$10,451.00
LCAP – Character Education (CHED)	\$28,480.00
LCAP – Supplemental & Concentration Grant (SSP)	\$154,201.00

Subtotal of state or local funds included for this school: \$193,132.00

Total of federal, state, and/or local funds for this school: \$368,317.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,045.00
Goal 2	232,272.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Custodial	\$24,129.00
General Fund	\$176,571.00
Instructional Media/Library	\$2,452.00
State Lottery Funds	\$13,897.00
Music	\$3,560.00
Technology	\$66,595.00
Transportation	\$2,400.00
Total:	289,604

School Site Council Membership

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

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

Name of Members	Role
Vincent Gutierrez	Principal
Paul Bush	Classroom Teacher
Daniel Sanchez	Classroom Teacher
Jonathan Martin	Other School Staff
Stevi Rivera	Parent or Community Member
Melissa Bohannon	Parent or Community Member
Bill Tynan	Parent or Community Member
Cecilia Luk	Parent or Community Member
Megan Clifton	Secondary Student
Elizabeth Pepe	Secondary Student
Maggie Whittemore	Secondary Student
Noah Cordes	Secondary Student
Kai Metcalf	Secondary Student
Evam Aguilar	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 4-28-2022.

Attested:

Principal, Vincent Gutierrez on 06/07/2023

SSC Chairperson, on 06/07/2023



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
Orangewood High School and eAcademy	36-67843-3634995	May 14, 2023	July 11, 2023

Goals, Actions, & Services

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

LEA/LCAP Goal

Provide all stakeholders with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), student experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Goal 1

Foster and support a school climate that promotes safety, equity, inclusiveness, kindness, character building, physical and mental health and a positive school culture while extending multiple points of access and inclusion for all students and education partners.

Identified Need

Student surveys and needs assessments continue to show the need for mental health supports, character education, self-awareness, behavioral supports, decision making, and school connectedness. Students also need additional supports in creating and maintaining post-secondary college/career goals.

Education partner participation at OHS continues to be extremely low. Overall student chronic absenteeism is a barrier to student achievement and academic advancement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate: Percentage of students who were present by student group	2022-2023 ALL - 83.0% EL - 77.9% FY - 89.1% HY - 83.4% LI - 83.1% SWD - 89.3% AA - 82.7% A - 91.0% H/L 83.1% W - 85.0%	2022-2023 ALL - 90% EL - 90% FY - 90% HY - 90% LI - 90% SWD - 90% AA - 90% A - 90% H/L - 90% W - 90%
1B Chronic Absenteeism Rate	2022-2023	2022-2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days by student groups</p> <p>Source: California School Dashboard</p>	<p>ALL - 56.4%</p> <p>EL - 60.9%</p> <p>FY - 0.0%</p> <p>HY - 59.1%</p> <p>LI - 54.5%</p> <p>SWD - 50%</p> <p>AA - 57.9%</p> <p>A - 40%</p> <p>H/L 55.1%</p> <p>W - 56.5%</p>	<p>ALL - 30%</p> <p>EL - 30%</p> <p>FY - 30%</p> <p>HY - 30%</p> <p>LI - 30%</p> <p>SWD - 30%</p> <p>AA - 30%</p> <p>A - 30%</p> <p>H/L - 30%</p> <p>W - 30%</p>
<p>1C High School Dropout Rate: Dropout Rate</p> <p>Percentage of students in the 4- year adjusted cohort who drop out of high school by student group</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-2023</p> <p>Total Students - 19</p> <p>EL - 0.0%</p> <p>FY - 0.0%</p> <p>HY - 1%</p> <p>LI - 0.3%</p> <p>SWD - 0%</p> <p>AA - 1.17%</p> <p>A - 0.16%</p> <p>H/L 3.09%</p> <p>W - 1.92%</p>	<p>2022-2023</p> <p>ALL - 0</p> <p>EL - 0</p> <p>FY - 0</p> <p>HY - 0</p> <p>LI - 0</p> <p>SWD 0-</p> <p>AA - 0</p> <p>A - 0</p> <p>H/L -0</p> <p>W - 0</p>
<p>IE Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group</p> <p>Source: California School Dashboard</p>	<p>2022-23</p> <p>ALL - 16.4%</p> <p>EL - 17.9%</p> <p>FY - 0.0%</p> <p>HY - 12%</p> <p>LI - 16.5%</p> <p>SWD - 41.7%</p> <p>AA - 5.0%</p> <p>A - 16.7%</p> <p>H/L - 15.8%</p> <p>W - 29.2%</p>	<p>2022-2023</p> <p>ALL - 5%</p> <p>EL - 5%</p> <p>FY - 5%</p> <p>HY - 5%</p> <p>LI - 5%</p> <p>SWD - 5%</p> <p>AA - 5%</p> <p>A - 5%</p> <p>H/L - 5%</p> <p>W - 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1F Expulsion Rate: Percentage of students expelled during the school year by student group	2022-2023 ALL - 1.4% EL - 0.0% FY - 0.0% HY - 0.0% LI - 1.1% SWD - 0.0% AA - 4.8% A - 0.0% H/L - 0.7% W - 0.0%	2022-2023 ALL - 0 EL - 0 FY - 0 HY - 0 LI - 0 SWD - 0 AA - 0 A - 0 H/L - 0 W - 0
1G School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	2021-2022 Student Responses - 46 (19%) Student Favorability - 74% EL Favorability - 100% EL Responses (% of Student Group) - 1 (3%) FY - Data not available HY - Data not available LI - Data not available SWD Favorability - No response SWD Responses (% of Student Group) - No response AA Favorability - 73% AA Responses (% of Student Group) - 6 (19%) A Favorability - No response A Responses (% of Student Group) - No response H/L Favorability - 77% H/L Responses (% of Student Group) - 32 (19%) W Favorability - 74%	2022-2023 ALL - 90% EL - 90% FY - 90% HY - 90% LI - 90% SWD - 90% AA - 90% A - 90% H/L - 90% W - 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>W Responses (% of Student Group) - 33 (20%)</p> <p>Family Responses - 40 (18%)</p> <p>Family Favorability - 88%</p> <p>Staff Responses - 24 (63%)</p> <p>Staff Favorability - 65%</p>	
<p>1H SEL/Positive Behavior Systems Self Assessment Survey</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>2022-23</p> <p>Completed:</p> <p>School Wide Implementation % -</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>1I SEL/Positive Behavior Systems Tiered Fidelity Inventory</p> <p>Percentage of growth in the current status of system implementation as determined by an external evaluator.</p>	<p>2022-23</p> <p>Tier 1 % Implementation -</p> <p>Tier 2 % Implementation -</p> <p>Tier 3 % Implementation -</p> <p>Recognition -</p> <p>Submitted</p>	
<p>IJ Comprehensive School Counseling Implementation</p> <p>Percentage of growth in the current status of system implementation.</p> <p>Source: Local Survey</p>	<p>2022-23</p> <p>Year 2 implementation is</p> <p>Missing Elements:</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1K Parent Involvement: Parent Accounts in Aeries Parent Portal</p> <p>Percentage of students with an active parent portal account</p> <p>Source: District Analysis</p>	<p>2022-2023</p> <p>ALL - 98.1%</p> <p>EL - 100.0%</p> <p>FY - 100.0%</p> <p>HY - 100.0%</p> <p>LI - 97.8%</p> <p>SWD - 100.0%</p> <p>AA - 95%</p> <p>A - 100.0%</p> <p>H/L - 98.7%</p> <p>W - 100%</p>	<p>100% of students will have an active parent portal</p>
<p>1L Participation & Engagement in Parent/Family Workshops</p> <p>Percentage of family participation and positive responses from feedback forms</p> <p>Source: Local Survey</p>	<p>Data pending</p>	<p>2 workshops</p>
<p>1M Parent Input in Decision Making School Site representation on District English Learner Advisory Committee (DELAC)</p> <p>Percentage of parent/guardian seats filled on District LCAP Advisory Committee</p> <p>Source: Local Survey</p>	<p>Data pending</p>	<p>2 parents in attendance</p>
<p>1N Instructional Technology Professional Development</p> <p>Percentage of staff participation and positive responses from feedback forms</p>	<p>Data pending</p>	<p>100% participation</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Local Survey		
<p>1O AVID College and Career Indicator Percentage of AVID Students that are "prepared" on the CCI indicator by student group compared to the total number of students prepared.</p> <p>Source: District Analysis</p>	Data pending	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>1P AVID Enrollment/Demographics Alignment of AVID enrollment demographics to the unduplicated student count compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2022-23</p> <p>ALL - 7.9%</p> <p>EL - 17.6%</p> <p>FY - 5.9%</p> <p>HY - 17.6%</p> <p>LI - 88.2%</p> <p>SWD - 0.0%</p> <p>AA - 11.8%</p> <p>A - 5.9%</p> <p>H/L - 70.6%</p> <p>W - 11.8%</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>1Q AVID Coaching & Certification Instrument Percentage of growth on the AVID Coaching & Certification Instrument</p> <p>Source: District Analysis</p>	Data pending	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1R Career Technical Ed (CTE) Course Enrollment Percentage of 9-12 students enrolled in a CTE pathway compared to the total number of students enrolled.</p> <p>Source: District Analysis</p>	<p>2022-2023 ALL - 43.9% EL - 9.6% FY - 1.1% HY - 8.5% LI - 84.0% SWD 5.3% AA - 8.5% A - 4.3% H/L - 71.3% W- 11.7%</p>	<p>2022-2023 ALL - 75% EL - FY - HY - LI - SWD - AA - A - H/L - W -</p>
<p>1S Career Technical Ed (CTE) Pathway Completion Percentage of 9 -12 students completing a CTE pathway by student group.</p> <p>Source: District Analysis</p>	<p>Data pending</p>	<p>2022-2023 ALL - 50% EL - FY - HY - LI - SWD - AA - A - H/L - W -</p>
<p>1T School connectedness/HS elective and or Activity Participation Percentage of students participating in an elective, club or activity</p> <p>Source: Local Survey</p>	<p>Data pending</p>	<p>2022-2023 ALL - 75% EL - FY - HY - LI - SWD - AA - A - H/L - W -</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.1 Provide support to all students by increasing family, caretaker and community involvement. This program will assist use increased communication practices and documents to create college and career partnerships within the community, increase participation in Open House and Back to School Nights, create post-secondary plans, host guest speakers and seminars, community service, and job shadow opportunities. Community members will also be able to contribute to the positive culture on campus through parent seminars, meetings with administration, needs assessment participation, and guest speakers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16,000.00

Title I
Non-Personnel (4000-7439)

991.0

Title I Parent Involvement
Non-Personnel (4000-7439)

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

1.2 Create and maintain an effective Advisory support program for all students and provide compensation and sub coverage for the Advisory Committee members. The committee will analyze data to develop relevant lessons for the advisory program at OHS.

Components will include SEL supports and curriculum, post-secondary planning, guest speakers, peer mentorship and career exploration. Student participation in advisory increases student engagement, prepares students for post-secondary success and provides skill development on a school wide basis. These strategies are vital to increase student success in the classroom, overall attendance percentages and graduation rates.

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)
5,500.00	Title I Non-Personnel (4000-7439)
7,000.00	Title I Personnel (1000-3999)

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

1.3 Provide Staff Development and compensation for teachers and other staff focused on MTSS, ATS, equity, and positive behavior interventions. Strategies will include restorative justice, peer leadership, SEB activities and curriculum, time management, organization, mindfulness, equity and inclusivity in the Alternative Education setting thereby increasing the graduation and attendance rates.

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)
27,000.00	Comprehensive School Improvement (CSI) Non-Personnel (4000-7439)

6,000.00

Comprehensive School Improvement (CSI)
Personnel (1000-3999)

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

1.4 Provide compensation, support, materials, transportation, and supplies for clubs, student incentives, student awards, and extra-curricular activities on campus. These activities will focus on meeting the needs of unduplicated student groups and increasing student engagement, attendance, and the overall graduation rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000.00

LCAP – Character Education (CHED)
Personnel (1000-3999)

5000.00

LCAP – Character Education (CHED)
Non-Personnel (4000-7439)

10,000.00

Comprehensive School Improvement (CSI)
Non-Personnel (4000-7439)

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

1.5 Support the continued growth of the AVID schoolwide program, including release time and staff development for all teachers, miscellaneous instructional materials, post secondary planning, and field trip expenses to improve skills leading to post-high school success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,500.00	Title I Non-Personnel (4000-7439)
3,000.00	Comprehensive School Improvement (CSI) Non-Personnel (4000-7439)

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

1.6 Provide compensation for Anova Family Services. These services will support all students who need additional mental health supports beyond the scope of the existing counseling 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)	Source(s)
30,000.00	Comprehensive School Improvement (CSI) Non-Personnel (4000-7439)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.7 Provide support, incentives, compensation, supplies, and materials for the full implementation of a positive behavior support program for all students. A digital tiered support system will teach the expected behaviors for all students and provide positive reinforcements to continuously encourage appropriate behaviors. Expected behaviors will focus on college and career skills that will transfer into post-secondary success. Students will use the digital system to track their incentive points. These practices will increase student engagement and reduce suspension rates.

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)
9,984.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

1.8 Continue to support the Athletics Program with supplies, materials, fees, rentals and other supports. Participation in athletics increases student engagement on campus and increases overall student attendance.

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)
4,500.00	LCAP – Character Education (CHED) Non-Personnel (4000-7439)

500.00

LCAP – Character Education (CHED)
Personnel (1000-3999)

Goals, Actions, & Services

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

LEA/LCAP Goal

All students will progress towards meeting standards in academics through tiered supports and services.

Goal 2

Provide a rigorous and comprehensive instructional program that aligns lessons and activities with common core state standards, UDL, and culturally relevant teaching practices while providing the necessary supports and services to enhance student achievement.

Identified Need

85.48 % of all students did not meet standards in ELA in 2019. 0% of all students met standards in Math in 2019. 91% of OHS students qualify for free or reduced lunch. The 2021-2022 OHS graduation rate is ???%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	2022-2023 (Spring) ALL - 19.8% EL - 0.0% FY - 0.0 HY - 13.3% LI - 15.9% SWD - 0% AA - 6.6% A - 50% H/L - 23.4% W - 7.69%	2022-2023 ALL - 25.0 EL - FY - HY - LI - SWD - AA - A - H/L - W -
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced	2022-2023 (Spring) ALL - 1.53% EL - 0.0% FY - 0.0%	2022-2023 ALL - 5.0 EL - FY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Summative Assessment for grade 11 by student group</p> <p>Source: California School Dashboard</p>	<p>HY - 0.0%</p> <p>LI - 1.7%</p> <p>SWD - 0%</p> <p>AA - 0%</p> <p>A - 0%</p> <p>H/L - 2.1%</p> <p>W - 0%</p>	<p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grade 12) student group</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-2023 (Spring)</p> <p>ALL - 13.0%</p> <p>EL - 0%</p> <p>FY - 0%</p> <p>HY - 12.5%</p> <p>LI - 7.8%</p> <p>SWD - 0%</p> <p>AA - 0%</p> <p>A - 0.0</p> <p>H/L - 12.5%</p> <p>W - 0%</p>	<p>2022-2023</p> <p>ALL - 17.0</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2D English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>Source: California School Dashboard</p>	<p>2022-2023</p> <p>Proficient - Level 4 - 19.23%</p> <p>Well Developed - Level 3 - 46.15%</p> <p>Somewhat Developed - Level 2 - 30.77%</p> <p>Minimally Developed - Level 1 - 3.85%</p>	<p>Proficient - Level 4 - 20</p> <p>Well Developed - Level 3 - 3</p> <p>Somewhat Developed - Level 2 -</p> <p>Minimally Developed - Level 1 -</p>
<p>2E Reclassification Rate</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-23</p> <p>RFEP Students = 0</p> <p>EL Students = 28 (Includes RFEP Students as they were EL at one point in the year.)</p>	<p>ALL = 23</p> <p>EL = 23</p> <p>RFEP = 0.0</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	RFEP % = 0.0%	
<p>2F Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-23</p> <p>LTEL Students = 21 EL Students = 28</p> <p>LTEL % = 75.0%</p>	<p>ALL = 20 EL = 23 LTEL = 87</p>
2G Advanced Placement (AP) Course Offerings	Data pending	
<p>2H Advanced Placement (AP) Pass Rate Percentage of students in grades 10-12 enrolled in 1 or more AP classes who passed at least 1 AP Exam with a score of 3 or more by student group.</p> <p>Source: CALPADS Reporting (District Analysis)</p>	Data pending	<p>2022-2023</p> <p>ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -</p>
<p>2I Dual Enrollment (DE) Enrollment Number of Dual Enrollment (DE) participants</p> <p>Source: SIS</p>	Data pending	
2J Dual Enrollment (DE) Pathway Pass Rate	No students enrolled in DE	<p>2022-2023</p> <p>ALL - EL - FY -</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Percentage of students in grades 10-12 enrolled in 1 or more Dual Enrollment (DE) classes who pass with a "C" or better by student group compared to the total number of student who passed.</p> <p>Source: District Analysis</p>		<p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2K Graduation Rate</p> <p>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group</p> <p>Source: California School Dashboard</p>	Data pending	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2L Certificate of Completion</p> <p>Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) or Certificate of Completion (CC)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-23</p> <p>Diploma:</p> <p>Certificate of Completion:</p>	<p>2021-2022</p> <p>Diploma: All</p> <p>Certificate of Completion: All</p>
<p>2M On-Track Graduation Status</p> <p>Percentage of 9th12th grade students on track for graduation considering course completion and current course enrollment student group</p>	<p>2022-23</p> <p>ALL - 7%</p> <p>EL - 21.4%</p> <p>FY - 0.0%</p> <p>HY - 8%</p>	<p>2022-2023</p> <p>ALL - 13%</p> <p>EL -</p> <p>FY -</p> <p>HY -</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: RUSD Internal Dashboard	LI -6% SWD - 8.3% AA - 5% A - 16.7% H/L - 7.2% W - 8.3%	LI - SWD - AA - A - H/L - W -
2N College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2022-23 ALL - 0.5% EL - 3.6% FY - 0.0% HY - 4.0% LI -0.5% SWD - 0.0% AA - 0.0% A - 0,0% H/L - 0.7% W - 0.0%	2022-2023 ALL - 15% EL - FY - HY - LI - SWD - AA - A - H/L - W -
2O A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	Data pending	2022-2023 ALL - 5% EL - FY - HY - LI - SWD - AA - A - H/L - W -
2P On-Track A-G Status Percentage of 9th12th grade students on track for A-G considering course	2022-2023 ALL - EL - FY -	2022-2023 ALL - 25% EL - FY -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>completion (does not include courses in progress)</p> <p>Source: RUSD Internal Dashboard</p>	<p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>	<p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2Q State Seal of Biliteracy (SSB)</p> <p>Percentage of graduates earning the State Seal of Biliteracy (SSB)</p> <p>Source: CDE Dataquest Reporting</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2R FAFSA Completion</p> <p>Percentage of 12th-grade students completing the Free Application for Federal Student Aid (FAFSA)</p> <p>Source: Internal District Reporting</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>	<p>2022-2023</p> <p>ALL - 90%</p> <p>EL -</p> <p>FY -</p> <p>HY -</p> <p>LI -</p> <p>SWD -</p> <p>AA -</p> <p>A -</p> <p>H/L -</p> <p>W -</p>
<p>2S Student Marks/C or better (English/Reading) in grades 10-12, both sem)</p>	<p>2022-2023</p> <p>ALL -</p> <p>EL -</p>	<p>2022-2023</p> <p>ALL - 95%</p> <p>EL -</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Source: Internal District Reporting	FY - HY - LI - SWD - AA - A - H/L - W -	FY - HY - LI - SWD - AA - A - H/L - W -
2W Student Marks/C or better (Math) in grades 10-12, both sem) Source: Internal District Reporting	2022-2023 - ELA ALL - 84.4% EL - 80.0% FY - 0.0% HY - 92.9% LI - 85.0% SWD - 71.4% AA - 87.5% A - 50% H/L - 84.5% W - 77.8%	2022-2023 ALL - 95% EL - FY - HY - LI - SWD - AA - A - H/L - W -
2X Student Marks/C or better (Mathematics) in grades 10-12, 2 Sem) Source: Internal District Reporting	2022-2023 - MATH ALL - 91% EL - 100.0% FY - 100.0% HY - 91.7% LI - 94.3% SWD - 80% AA - 87.5% A - 50.0% H/L - 94.7% W - 66.7%	2022-2023 ALL - EL - FY - HY - LI - SWD - AA - A - H/L - W -

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

2.1 Provide various supplemental instructional materials, equipment, site licenses and supplies necessary to enhance the educational program and promote course completion. Additional supplies will be purchased for foster/homeless students to help bridge the gap in the classroom. As a result, students will demonstrate increased student achievement in math and english language arts as measured by local assessments.

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)
20,500.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)

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

2.2 Create and maintain a comprehensive post-secondary planning program. This program will assist all students in increasing student engagement in the classroom curriculum, post-secondary planning opportunities, job shadowing, career interest interviews, FAFSA completion, service learning, workshops, and field trip opportunities. This program will assist all students with academic and behavioral support, attendance recovery, credit recovery, and graduation.

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)
9,897.00	LCAP – Supplemental & Concentration Grant (SSP) Non-Personnel (4000-7439)
2,000.00	LCAP – Supplemental & Concentration Grant (SSP) Personnel (1000-3999)

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

2.3 Provide support, professional development, and compensation for the development of culturally relevant instructional practices, inclusive practices, communication strategies, and other relevant curriculum. The PD training will promote strategies that are inclusive to student interests, actively engage the 21st Century Skills, and utilize AVID communication and collaboration strategies, and UDL methodologies. Services will include sub-coverage, compensation, professional development, and travel expenses. The implementation of new teaching strategies will increase student engagement, thus increasing credit opportunities and graduation rates.

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)
15,000.00	Comprehensive School Improvement (CSI) Non-Personnel (4000-7439)
20,000.00	Comprehensive School Improvement (CSI) Personnel (1000-3999)

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

2.4 Provide compensation and sub coverage for credit recovery options for all students. Credit recovery options include independent study, extra-period assignments, and service learning projects. These opportunities increase student attendance, credits earned and therefore increases the overall graduation rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45,000.00

Comprehensive School Improvement (CSI)
Personnel (1000-3999)

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

2.5 Provide professional development and compensation for CTE Pathways. Supports to include instructional materials, conferences, sub coverage, and facility improvements. CTE Pathway support focus on increasing completer rates and to graduate students prepared for post-secondary success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16,000.00

LCAP – College & Career
Non-Personnel (4000-7439)

4,000.00	LCAP – College & Career Personnel (1000-3999)

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

2.6 Provide compensation and fee expenses for instructional conferences and lodging. By expanding the staff's knowledge base, students will benefit by experiencing more rigorous curriculum, more engaging activities, and relevant curricular resources and topics. This will increase student participation in class thus increasing credit opportunities and improving the graduation rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,200.00	Title I Personnel (1000-3999)
7,000.00	Title I Non-Personnel (4000-7439)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

2.7 Provide opportunities for students to attend educational field trips. All field trips will be academically based and will be tied to standards addressed within the classroom. This will increase student engagement and attendance for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	Title I Non-Personnel (4000-7439)
1,000.00	Title I Personnel (1000-3999)

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

2.8 Providing support for designated EL supports and strategies. All activities will focus on improving educational practices for teachers of EL students, improving student attendance, offering educational field trips, awards, incentives, and ESPI improvements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Title I Personnel (1000-3999)
4,000.00	Title I Non-Personnel (4000-7439)
1,663.00	District Funded – Title III Non-Personnel (4000-7439)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL students.

Strategy/Activity

2.9

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)

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	\$68,728.00
Total Federal Funds Provided to the School from the LEA for CSI	\$170,283.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$297,235.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$64,200.00
Title I Parent Involvement	\$991.00

Subtotal of additional federal funds included for this school: \$65,191.00

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 (\$)
Comprehensive School Improvement (CSI)	\$156,000.00
District Funded – Title III	\$1,663.00
LCAP – Character Education (CHED)	\$21,984.00
LCAP – College & Career	\$20,000.00
LCAP – Supplemental & Concentration Grant (SSP)	\$32,397.00

Subtotal of state or local funds included for this school: \$232,044.00

Total of federal, state, and/or local funds for this school: \$297,235.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	135,975.00
Goal 2	161,260.00

Additional Budgeted Funds

This Single Plan for School Achievement is supported by additional general fund dollars to facilitate the general operations of the school site. These funds include:

Funding Source	Amount
Other Grant Funding	\$17,082
Custodial	\$16,548
State Lottery Funds	\$2,613
Technology	\$3,757
Transportation	\$3,000
Total:	43,000

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

Name of Members	Role
Carli Norris	Principal
David Finley	Classroom Teacher
Patsy Faragher	Classroom Teacher
Matt Stewart	Classroom Teacher
Lou Ann Perry	Classroom Teacher
Carolina Humildad	Classroom Teacher
Regina Carlin	Other School Staff
Lorrie Benneke	Parent or Community Member
Brian Seghers	Parent or Community Member
Jon MacDonald	Parent or Community Member
	Secondary Student
Rohan Khan	Secondary Student
Matthew Mendes	Secondary 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 June 1, 2022.

Attested:



Principal, Carli Norris on June 1, 2022



SSC Chairperson, Norma Beckwith on June 1, 2022