

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
Clarksburg Middle School	34674130112078	September 16, 2022	June 27, 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

The Delta High School and Clarksburg Middle School SPSA will describe a schoolwide program that will provide comprehensive support and improvement for all students.

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.

Every Student Succeeds Act (ESSA) requirements will be met by ongoing review of the School Plan for Student Achievement (SPSA) and examination of student performance data by the School Site Council (SSC) and staff and student and parent surveys and forums. Data review will include, but may not be limited to, attendance information, progress, mid-term, and final grade reports, formative assessments in all content areas and survey analysis. The SPSA will support all students in academic achievement, social and emotional well-being, and professional learning for the staff and will include strategies and plans to help mitigate the learning loss that students faced during the COVID-19 pandemic. The SPSA goals of Clarksburg Middle School are in alignment with the Local Control Accountability Plan (LCAP) goals of the River Delta Unified School District (RDUSD) and the CA state LCAP priority goals.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on educational partners' feedback, there is a concern that learning loss and mental health continues to be an area that needs support. In site council and ELAC meetings, parents viewed the ongoing communication between the schools and families as an area that can continue to grow. The community also expressed a need to continually keep Aeries and ParentSquare updated. Parents expressed gratitude for the return of on campus social events such as the educational forum and ongoing extra-curricular concerts and events. Site council feedback continues to support the need for students to develop skills needed for high school and beyond, student expectations, safety on campus, parent involvement in education, communication with staff and administration, and respect and care of staff to students. Student surveys have included questions related to student expectations, campus safety, student input and student concerns; academic counseling and A-G requirements, teacher quality, student success and support, course offerings, and career readiness/exploration, opportunities to grow and develop as an individual, productive citizen, and non-academic opportunities.

Classroom Observations

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

Classroom observations of all interns and probationary 1 and 2 took place formally three times with a post-observation meeting following all formal observations. All observations were completed in-person. In addition, a fourth, final observation was conducted and also followed with post-observation conference to provide the teacher with a summative performance appraisal. Probationary 2 teachers followed this same process, however, they were only observed three times the entire year, including the final, summative observation. Formal observations of all staff, whether tenured or probationary, were completed this school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All Delta High School students, with the exception of 12th graders, will be (Measure of Academic Progress) MAP testing as a measurement for learning this school year. Dashboard data and assessment scores will be used to plan this current School Plan for Student Achievement ((SPSA). English Language Proficiency Assessments for California (ELPAC) testing will take place this year and student results will be analyzed to determine how to move forward with the English Learner (EL) students and move them to reclassification. The physical fitness testing (PFT) will take place this year and MAP testing results will be collected for a Fall, Winter, and Spring testing session. Comparative data between the three testing sessions will be collected. Administration will use the data collected to analyze areas of strength and improvement and create a plan to address deficits. Smarter Balanced Assessment Consortium (SBAC) testing was also continue for this school year.

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

Students will participate in SBAC testing this upcoming year and data will be analyzed by staff during teacher collaboration. Teachers will meet in departments to analyze formative assessment data and will begin conversations to vertically align content information in all areas from 7th to 12th grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Clarksburg Middle School has one open position for a credentialed teachers in the Science field. Clarksburg Middle School has 12 credentialed, full time teachers and two teacher interns. Clarksburg Middle School shares staff and administration with Delta High School.

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

Teachers had the opportunity to participate in peer observations and professional development is constantly developing, evolving, and on-going for all staff. The focus for the upcoming year will be Common Core State Standards (CCSS) of all areas.

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

Teacher interns and new teachers participate in mentor coaching and a teacher induction program, and again, peer observations are ongoing teachers. Site trainings can include any and all trainings on ZOOM, Google Classroom and other software that is supported through district offerings. Teachers will continue to have opportunities for trainings of their interest level along with a professional learning calendar that will be created for the upcoming school year.

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

River Delta Unified School District (RDUSD) office provides multiple resources to assist staff in instructional practices: Common Core, English Language Development (ELD), Guided Language Acquisition Instruction (GLAD), Advanced Placement (AP), and others as determined by staff interest.

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

Teacher collaboration by departments will be held once a month on early-out Wednesdays. Topics for discussion may include grading and the use of absolute zero, academic conversations/vocabulary, the difference between formative and summative assessments, to name a few. Other topics may replace this listed based on teacher/staff request and/or student need.

Teaching and Learning

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

This topic will be at the forefront of staff meetings. Teachers will look at content-area standards and be trained in using standards-based teaching and grading. Supplemental resources and materials are encouraged as the message "the textbook doesn't drive curriculum" will be the mantra. In addition, the collective commitments and student learning outcomes will also be reassessed and redefined.

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

NA

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

CMS has to a traditional block schedule for the 2023-24 school year and will continue that format in the future. Teachers have more instructional minutes per lesson but training on how to effectively teach on the block schedule would promote effective instruction. There is a concern that students in some classes struggle with this format.

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

All students have access to textbooks and other materials as needed for learning.

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

All students have access to these materials.

Opportunity and Equal Educational Access

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

Teachers offer individual help to students during lunch and after school and the mental health of our students is also assessed to understand what role mental health may play in the part of poor academic progress.

Evidence-based educational practices to raise student achievement

ELD standards will be shared with all teachers for this upcoming school year as well as continued coaching and feedback on teacher/student interactions. Academic outreach will continue for next year's schedule to provide individual support for students, both for intervention and enrichment through our Learning Center and support staff.

Parental Engagement

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

The school psychologist works closely with administration, teachers, and counselors to provide immediate assistance when needed. The school nurse and health aide make home visits on a regular basis and have invaluable knowledge to share with school staff when appropriate. There is a full-time academic counselor that splits time with the high school on campus, an instructional aide who works directly with students in migrant education and a counselor specifically assigned to our migrant families as a part of the Migrant Ed program. Parents are encouraged to attend ELAC and DELAC meetings as well as Principal meetings at the site and other parent groups that support the school with resources and financial help. We also have added a social/emotional counselor to our staff beginning in 2022.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, and teachers are involved in many aspects of the school. Parents and students participate in the School Site Council, English Language Advisory Committee (both site (ELAC) and District (DELAC)), athletic and ag boosters, a very healthy Ag/FFA program. Parents are also involved for participation in the migrant Ed PAC (Parent Advisory Council) through the district.

Funding

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

Site supplemental and concentrated local control funds meet the needs of underperforming students.

Fiscal support (EPC)

Programs are supported through various grants, lottery, discretionary funds, and donations.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is created as a fluid, working 3-year document. The SPSA is created with the guidance of the School Site Council (SSC) who meet during the school year analyzing goals and tasks, refining and deleting goals for subsequent years, and creating surveys to best provide information needed for the next two years. Parent and student surveys will be distributed for input as guiding

components and parents, students, and staff represent all stakeholders as SSC members. The complete review and final approval of this year's SPSA will be in June of 2023.

Resource Inequities

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

Computers ineffective for student use, loss of enrollment, unable to utilize the Media Center/Library to the benefit of the students, teaching positions that were filled with long-term subs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	75	80	64
Grade 8	88	70	72
Grade 9	71	76	64
Total Enrollment	234	226	200

Conclusions based on this data:

1. Total enrollment for the 2022-2023 school year decreased in the 7th and 9th grade age groups. Overall enrollment saw a decline of 26 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	36	49	50	15.40%	21.7%	25.0%
Fluent English Proficient (FEP)	64	79	63	27.40%	35.0%	31.5%
Reclassified Fluent English Proficient (RFEP)	3			8.3%		

Conclusions based on this data:

1. English learners had a slight increase of over 3% from the 21-22 to 22-23 school year. Reclassification of 2022-2023 took place during Spring of 2022-23 and should be reflected in next year's data.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	73	76		0	72		0	72		0.0	94.7	
Grade 8	87	69		0	63		0	63		0.0	91.3	
All Grades	160	145		0	135		0	135		0.0	93.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2503.			2.78			26.39			40.28			30.56	
Grade 8		2518.			4.76			23.81			41.27			30.16	
All Grades	N/A	N/A	N/A		3.70			25.19			40.74			30.37	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		6.94			56.94			36.11		
Grade 8		11.11			53.97			34.92		
All Grades		8.89			55.56			35.56		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.45			71.01			27.54	
Grade 8		7.94			57.14			34.92	
All Grades		4.55			64.39			31.06	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.56			84.72			9.72	
Grade 8		4.76			76.19			19.05	
All Grades		5.19			80.74			14.07	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.56			69.44			25.00	
Grade 8		4.76			71.43			23.81	
All Grades		5.19			70.37			24.44	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	73	76		0	76		0	76		0.0	100.0	
Grade 8	87	69		0	69		0	69		0.0	100.0	
All Grades	160	145		0	145		0	145		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2471.			2.63			11.84			35.53			50.00	
Grade 8		2457.			1.45			8.70			23.19			66.67	
All Grades	N/A	N/A	N/A		2.07			10.34			29.66			57.93	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		1.33			49.33			49.33		
Grade 8		1.45			33.33			65.22		
All Grades		1.39			41.67			56.94		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.33			60.00			34.67	
Grade 8		1.45			56.52			42.03	
All Grades		3.47			58.33			38.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.95			63.16			32.89	
Grade 8		0.00			56.52			43.48	
All Grades		2.07			60.00			37.93	

Conclusions based on this data:

1. CASSPP testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	1527.4		*	1510.7		*	1543.9		10	23	
8	1535.2	*		1510.5	*		1559.2	*		13	8	
9	1548.6	1522.5		1530.4	1505.9		1566.5	1538.8		14	13	
All Grades										37	44	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	34.78		*	47.83		*	4.35		*	23	
8	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
9	7.14	0.00		50.00	23.08		28.57	53.85		14.29	23.08		14	13	
All Grades	13.51	6.98		43.24	32.56		27.03	51.16		16.22	9.30		37	43	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	43.48		*	39.13		*	4.35		*	23	
8	0.00	*		53.85	*		30.77	*		15.38	*		13	*	
9	28.57	7.69		28.57	38.46		35.71	30.77		7.14	23.08		14	13	
All Grades	16.22	11.63		43.24	46.51		29.73	32.56		10.81	9.30		37	43	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	8.70		*	21.74		*	60.87		*	8.70		*	23	
8	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
9	7.14	0.00		42.86	15.38		21.43	38.46		28.57	46.15		14	13	
All Grades	10.81	6.98		40.54	18.60		27.03	46.51		21.62	27.91		37	43	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	0.00		*	78.26		*	21.74		*	23	
8	15.38	*		76.92	*		7.69	*		13	*	
9	14.29	7.69		71.43	69.23		14.29	23.08		14	13	
All Grades	13.51	2.33		72.97	74.42		13.51	23.26		37	43	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	39.13		*	56.52		*	4.35		*	23	
8	30.77	*		53.85	*		15.38	*		13	*	
9	28.57	23.08		57.14	53.85		14.29	23.08		14	13	
All Grades	35.14	32.56		51.35	58.14		13.51	9.30		37	43	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	4.35		*	60.87		*	34.78		*	23	
8	30.77	*		23.08	*		46.15	*		13	*	
9	21.43	7.69		50.00	30.77		28.57	61.54		14	13	
All Grades	24.32	9.30		37.84	41.86		37.84	48.84		37	43	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	13.04		*	82.61		*	4.35		*	23	
8	0.00	*		100.00	*		0.00	*		13	*	
9	0.00	0.00		92.86	84.62		7.14	15.38		14	13	
All Grades	5.41	6.98		89.19	86.05		5.41	6.98		37	43	

Conclusions based on this data:

1. ELPAC testing scores for the 2021-2022 school year have decreased when compared to pre COVID data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
226	61.5	21.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Clarksburg Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	21.7
Foster Youth		
Homeless	14	6.2
Socioeconomically Disadvantaged	139	61.5
Students with Disabilities	30	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.7
American Indian		
Asian	2	0.9
Filipino	2	0.9
Hispanic	156	69.0
Two or More Races	10	4.4
Pacific Islander	1	0.4
White	49	21.7

Conclusions based on this data:

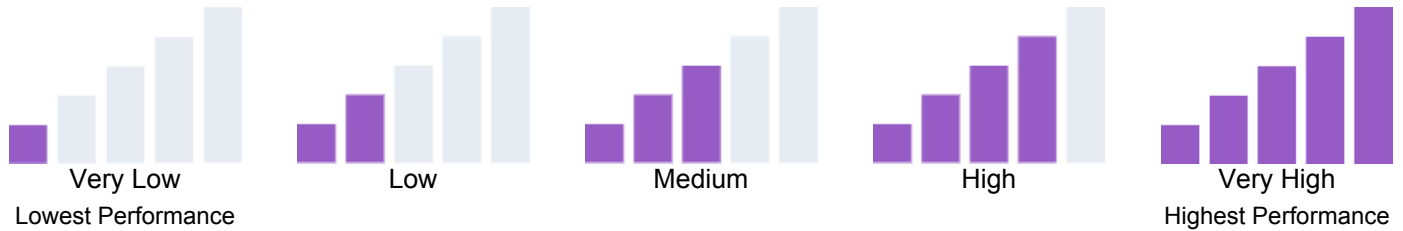
1. The majority of the student population is Hispanic and are socioeconomically disadvantaged. Access to ongoing educational supports and English Language Development will continue to provide students with increased access to educational opportunities.

School and Student Performance Data

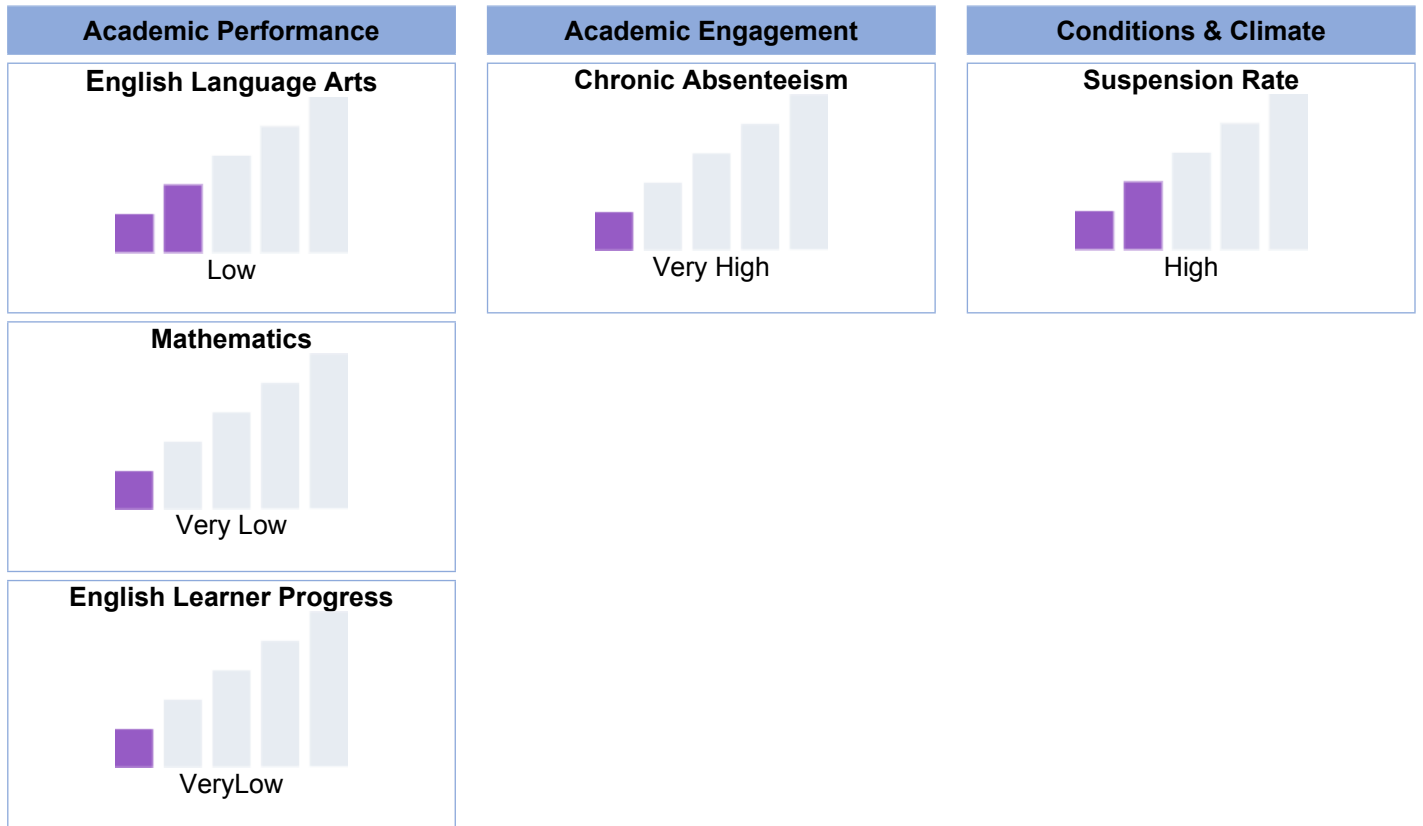
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

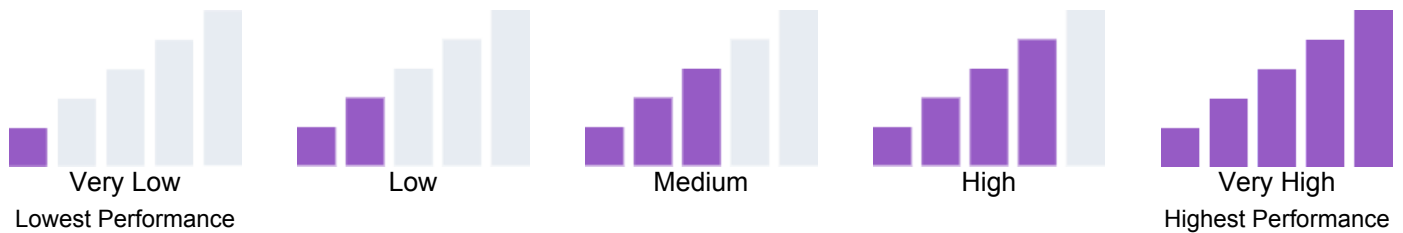
1. Suspension rates and absenteeism continue to be an area in need of support. Ongoing access to school counseling and alternative means of suspension and attendance support will assist with a reduction in suspensions and an increase in attendance.

School and Student Performance Data

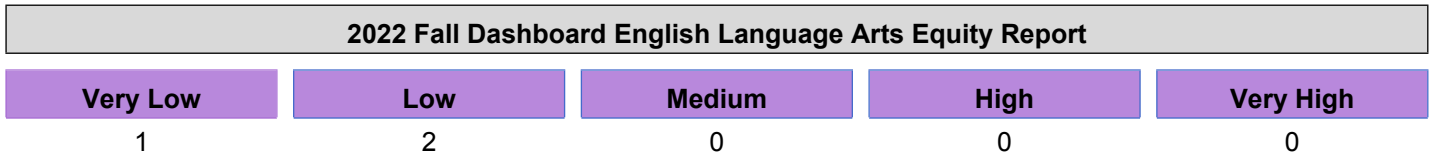
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

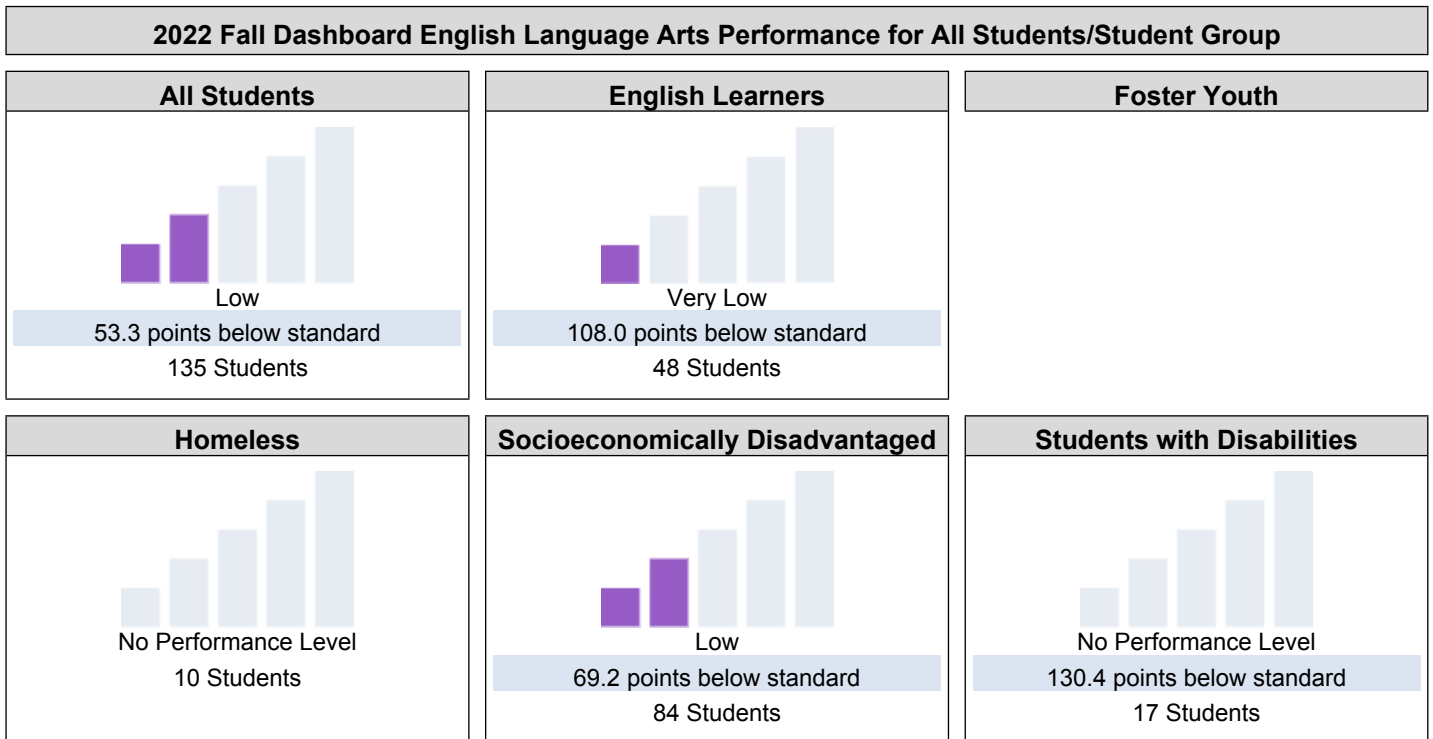
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



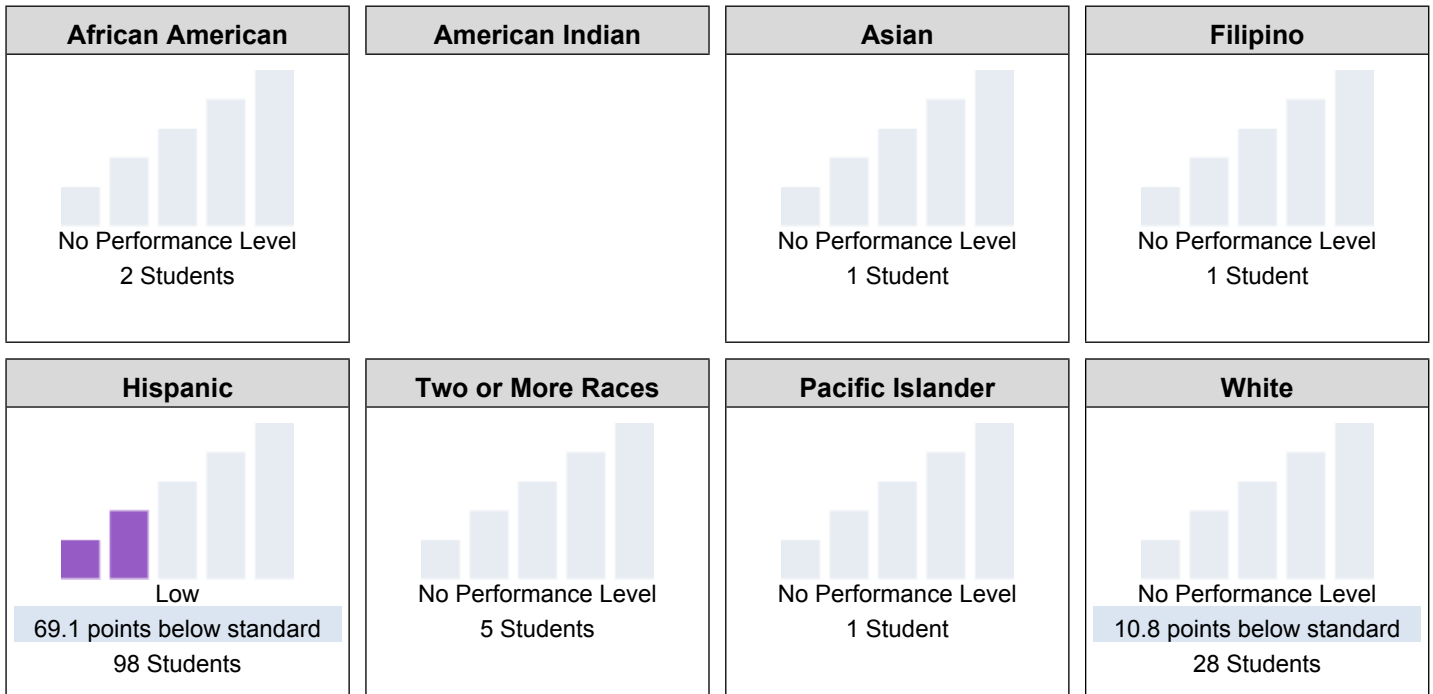
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.9 points below standard 29 Students	44.0 points below standard 19 Students	31.2 points below standard 57 Students

Conclusions based on this data:

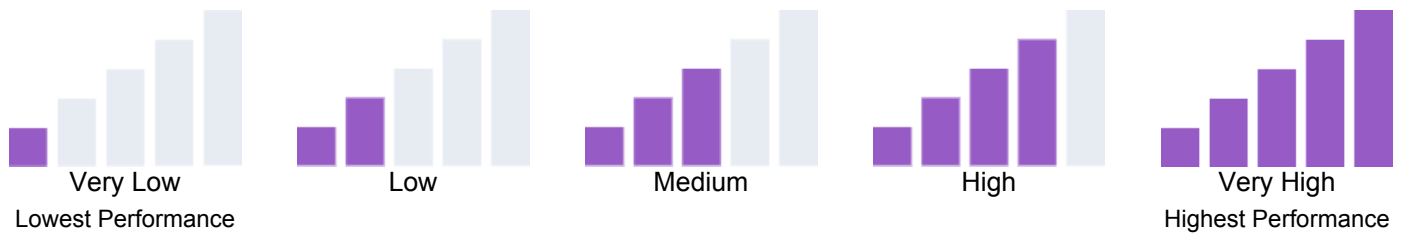
- All students are performing below ELA standards and require continued ELA support and access to supplemental materials to improve overall scores.

School and Student Performance Data

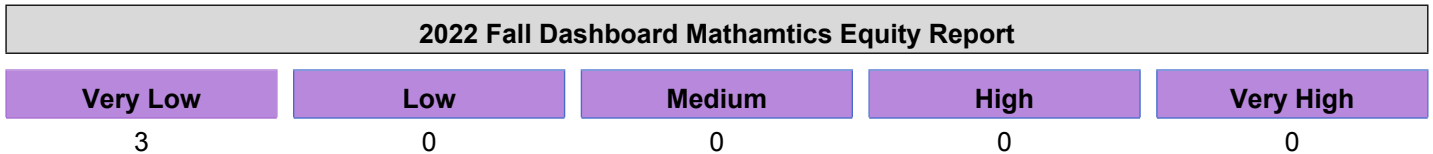
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

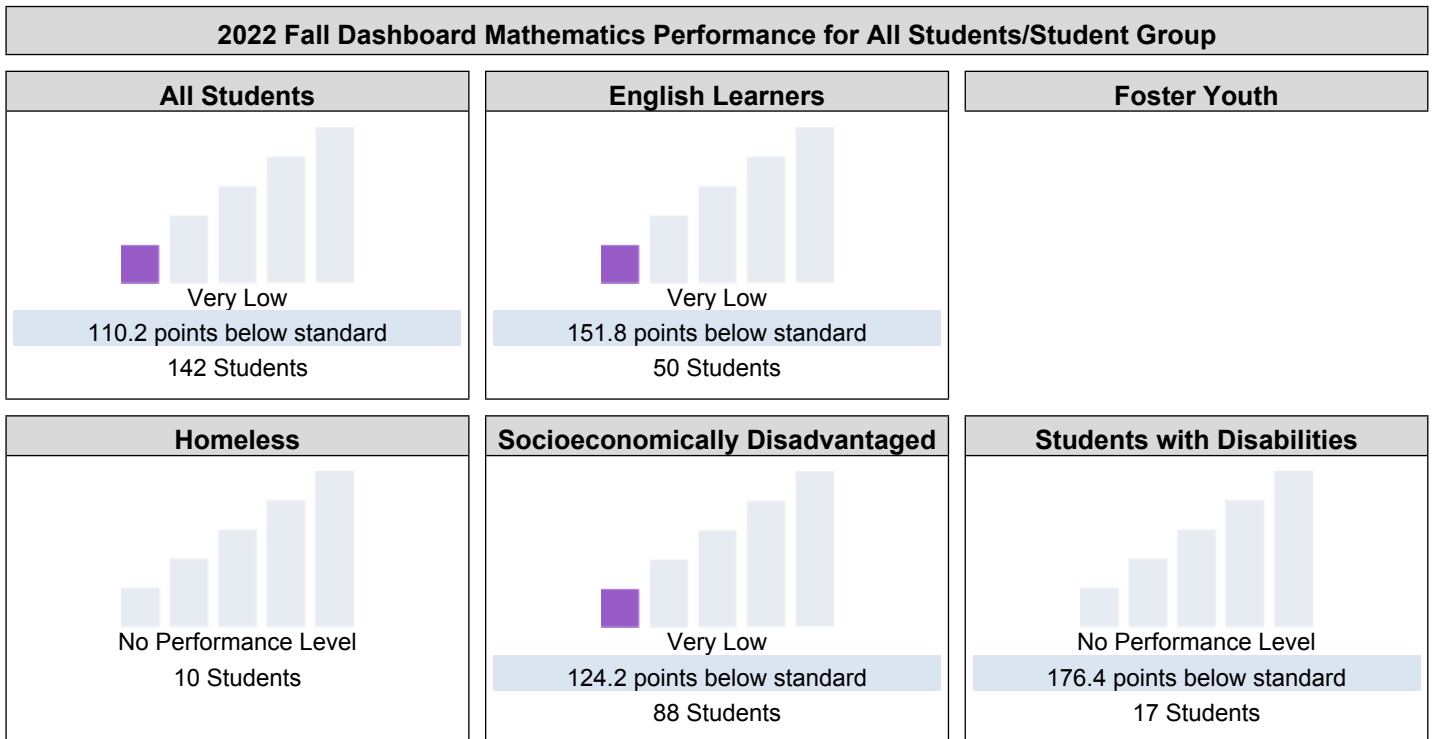
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



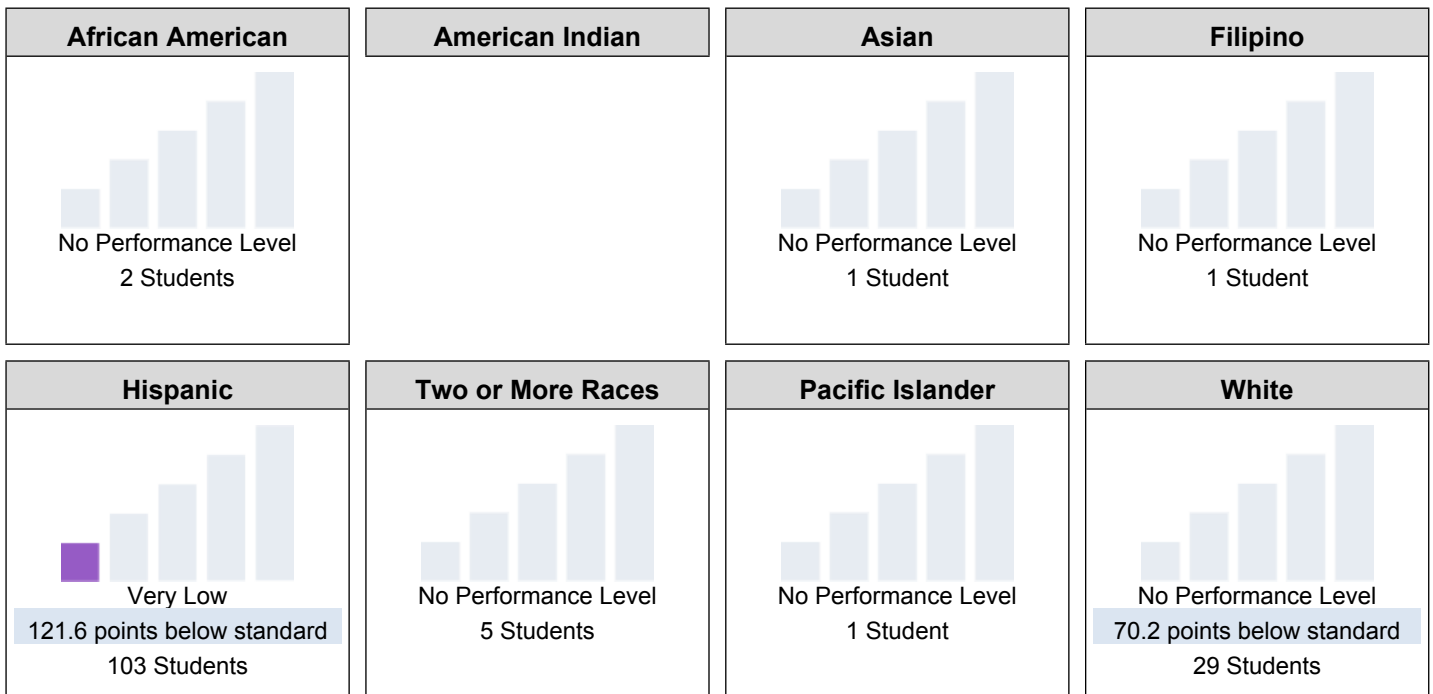
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">183.6 points below standard</p> <p>30 Students</p>	<p style="background-color: #e6f2ff;">104.0 points below standard</p> <p>20 Students</p>	<p style="background-color: #e6f2ff;">89.9 points below standard</p> <p>60 Students</p>

Conclusions based on this data:

1. All students are performing below Mathematical standards and require continued Mathematics support and access to supplemental materials to improve overall scores.

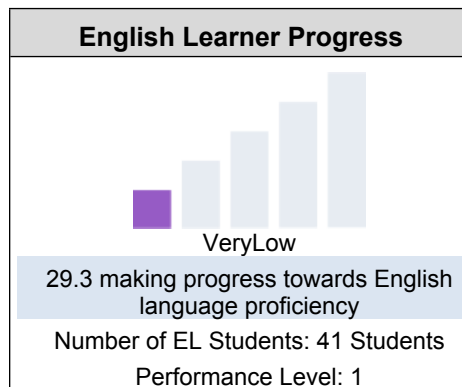
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41.5%	29.3%	2.4%	26.8%

Conclusions based on this data:

- The overall progress for English Learners is low and continued development and support of the English Language Learner program will increase the proficiency rate of EL students.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

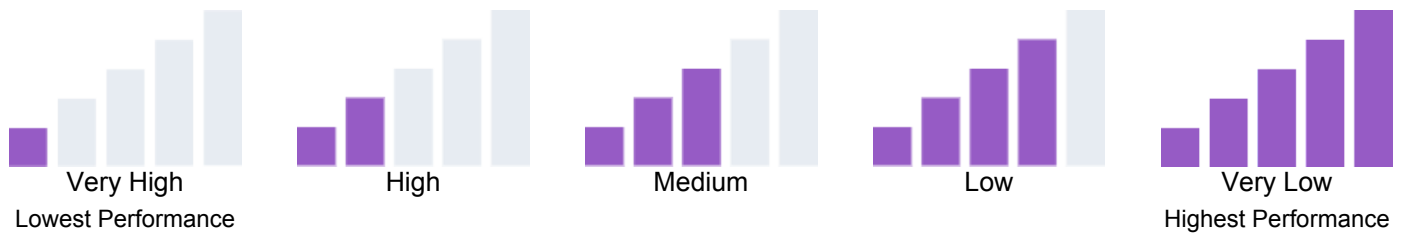
1. Not an indicator at the middle school level.

School and Student Performance Data

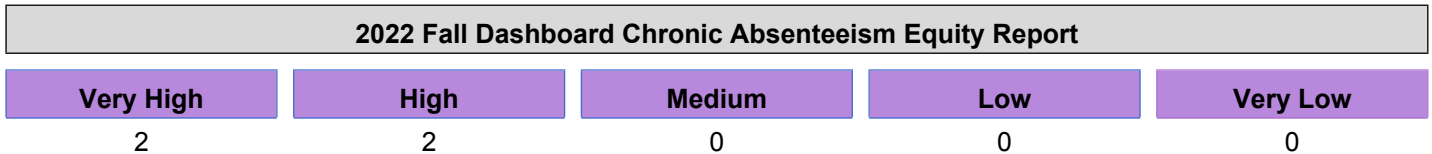
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

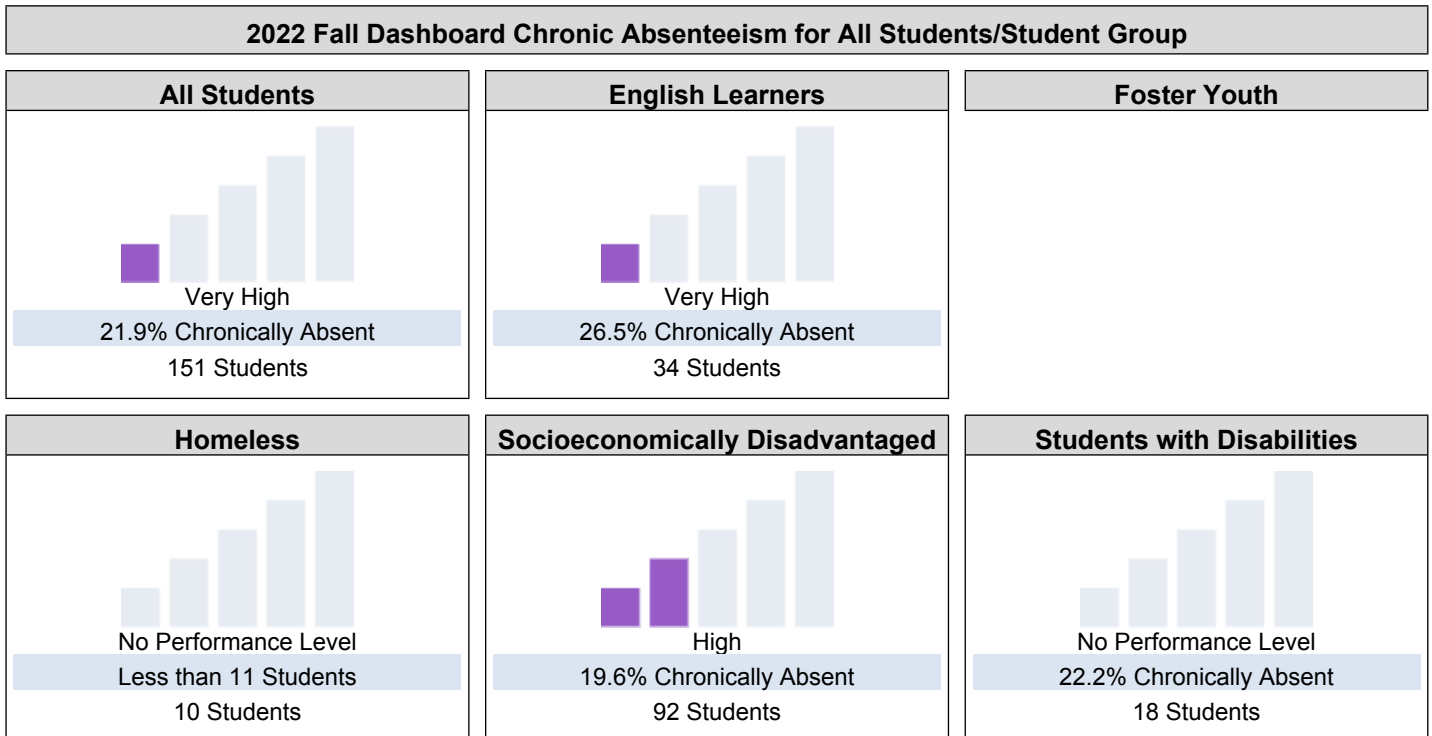
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



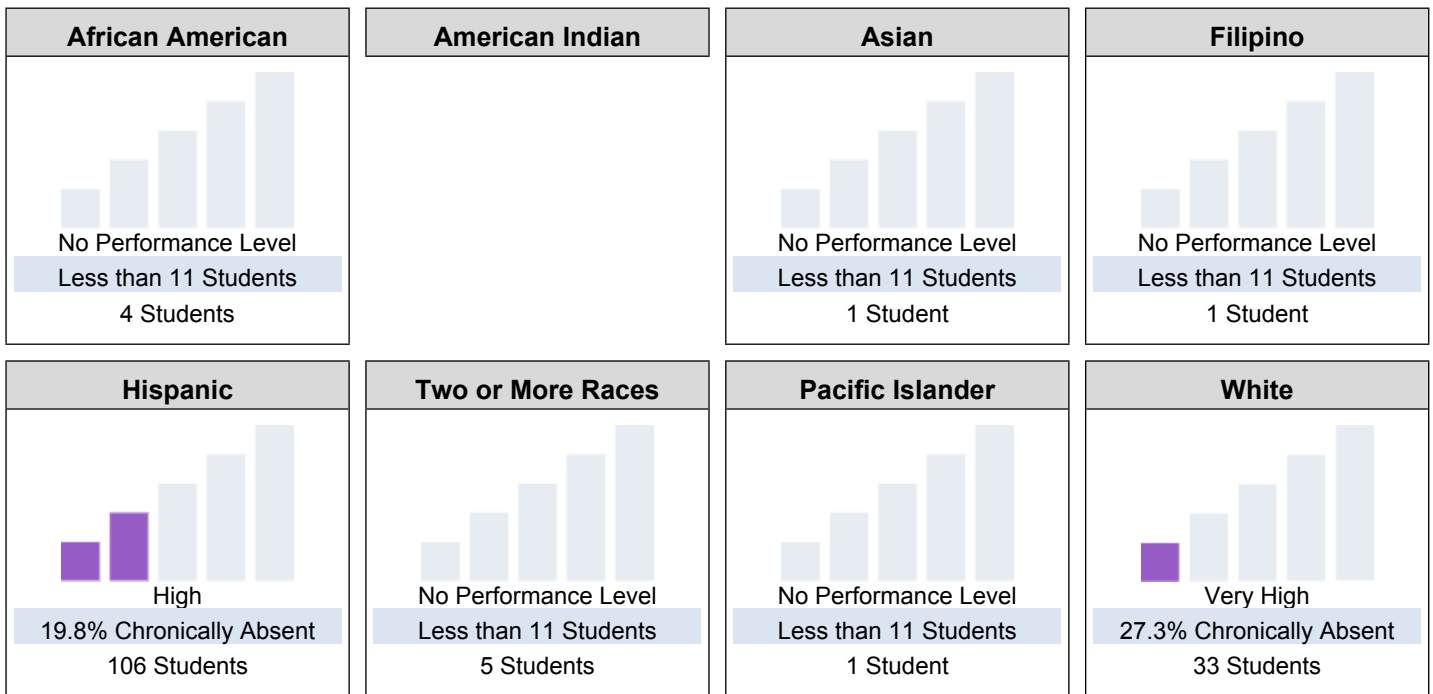
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

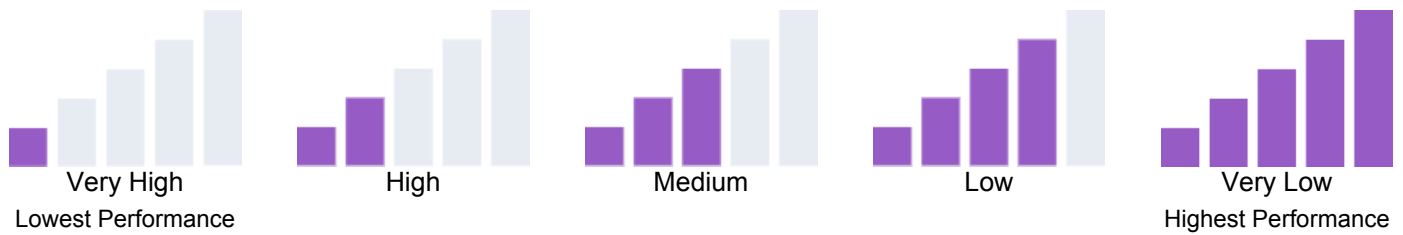
1. Absentee percentages are elevated, ongoing interventions and guardian meetings need to increase to reduce student absences.

School and Student Performance Data

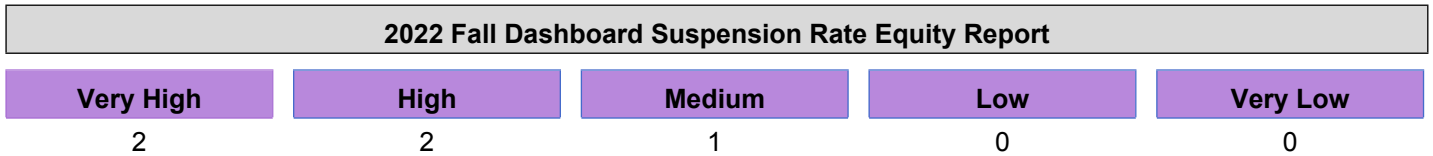
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

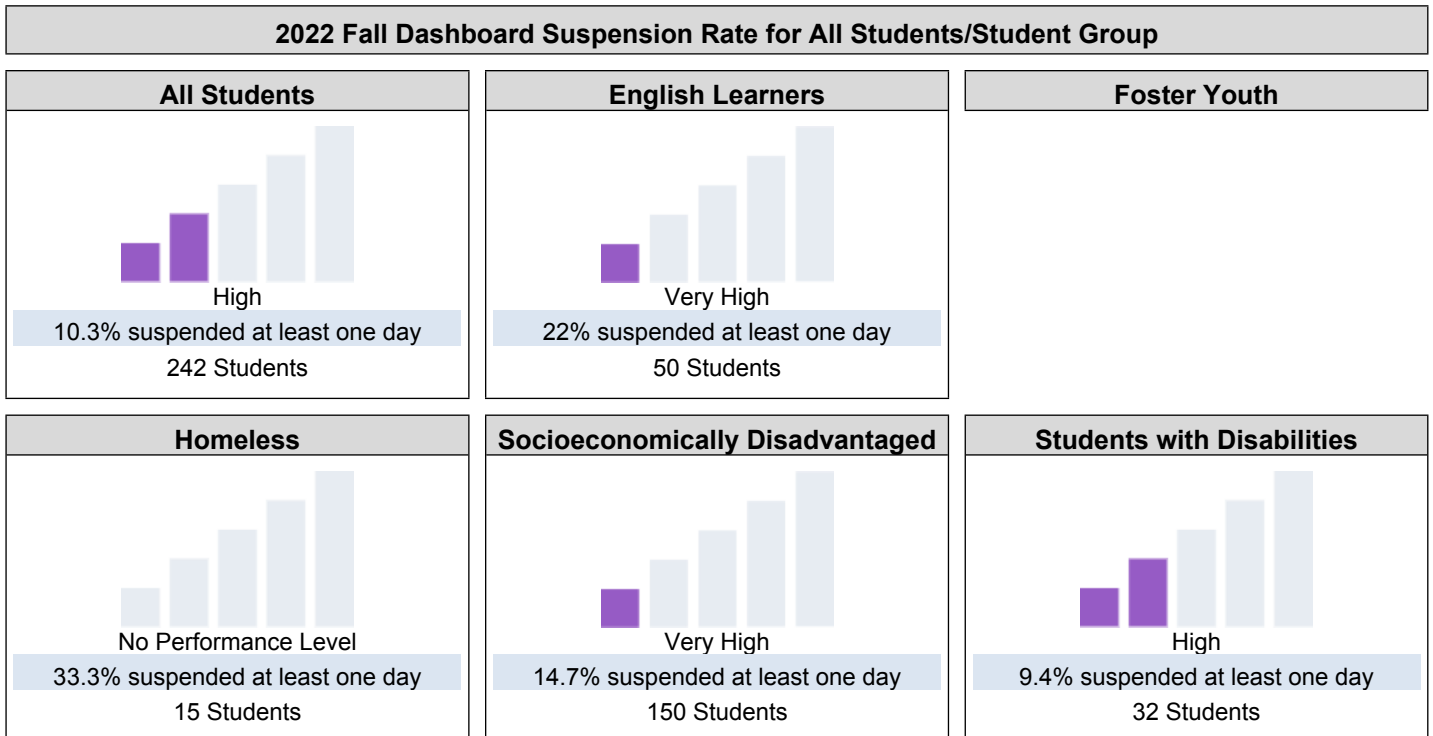
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



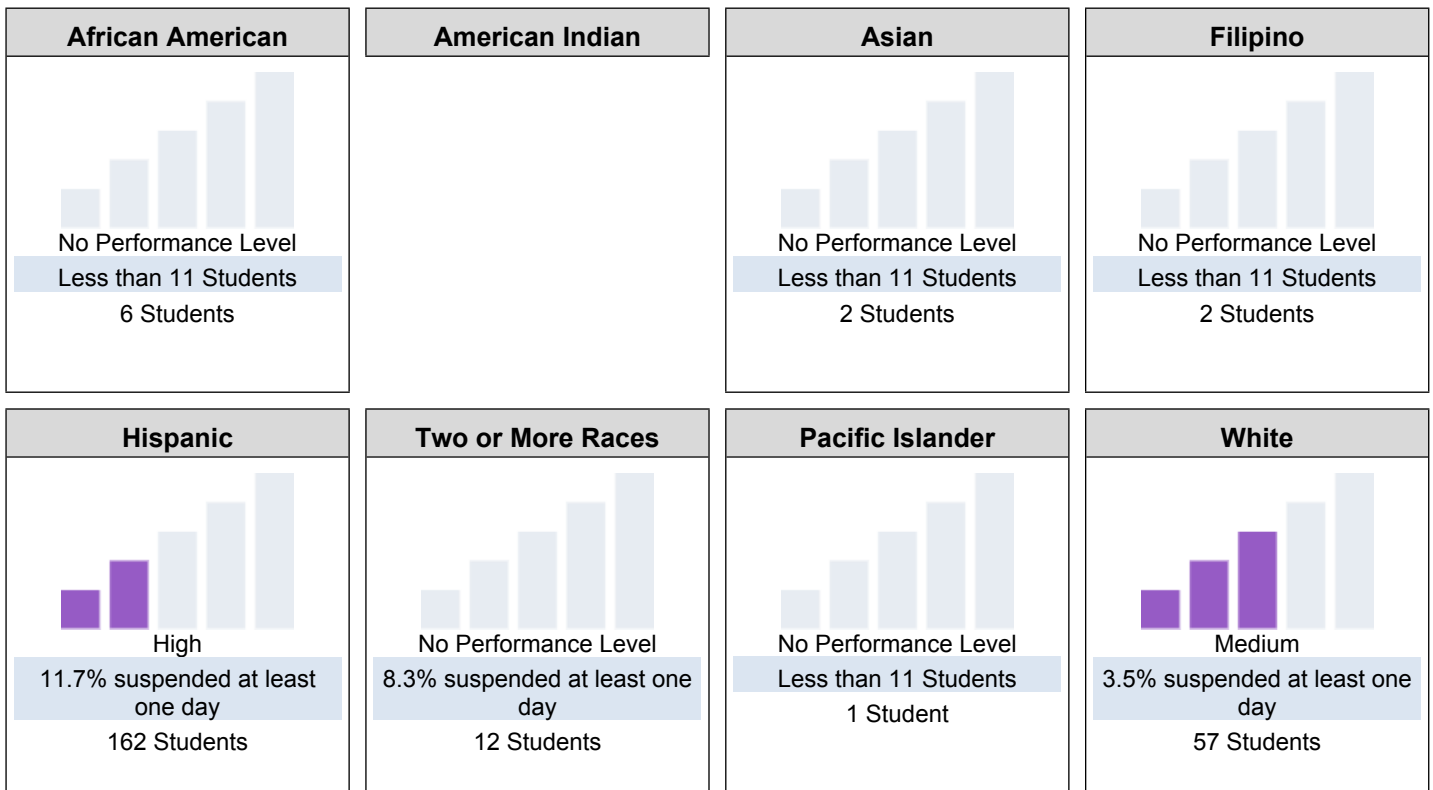
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There will be an increase in suspensions for the 2021-2022 school year. Social interaction and conflict management were issues at Clarksburg Middle School during the 2021-2022 school year and suspensions, along with other solutions for intervention, increased during this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 1--Basic Services (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 1 - Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 1

By the end of the 2024 school year, school personnel will receive ongoing training and instructional support to promote secondary preparedness through improved teaching practices, enhanced student learning, improved assessment scores and critical thinking skills based on examples of academic structure, identifiable in classrooms.

Identified Need

Goal Statement:

Students at Clarksburg Middle School (CMS) can show increased growth and success in standardized testing scores and coursework by staff's effective delivery of content which promotes college and career readiness. School staff can continue to develop their knowledge base in the area of student centered teaching and create a learning environment that is engaging, academically robust, and applicable to today's educational standards. Data driven practices, effective use of resources, access to supplemental material, student diagnostic testing, and opportunities for students to be involved in extra-curricular activities are some of the means to promote and effective and engaging learning environment.

What data did you use to form this goal (findings from data analysis)?

Teacher requests for supplemental instructional materials, observational data from walk-throughs and observations of site classrooms and facilities, surveys and feedback from staff, students, and families.

What process will you use to monitor and evaluate the data?

Staff, department, leadership, community, and Associated Student Body (ASB) meetings where information will be analyzed, actions created, and results reviewed and adjusted as needed

Strategy:

Work with the SSC, instructional staff, booster groups, parents, and community to determine needs

What did the analysis of the data reveal that led you to this goal?

By providing high quality instruction, students will be better equipped to access their education.

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

By the end of the 2023-2024 academic school year, all credentialed teachers will have participated in a minimum of four site-based professional learning opportunities focused on student academic success, or best teaching practices as measured by staff participation logs.

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)

6066.00

Source(s)

Unrestricted

Sub coverage, trainings (academic, social/emotional), develop/analyze data

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

By the end of the 2024 academic school year, the overall average on MAP and CAASPP scores for all students and subgroups will show an increase of 5%, when compared to the previous year's average.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Participation in coursework which aligns with California standards will continue to be supported by providing the materials and supplies required of school staff to promote standards based 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)
9068.00	Unrestricted

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

Provide teacher collaboration and standards-based training opportunities outside of the District by grade level, or subject area to promote best first instruction and academic rigor.

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)
1000.00	Unrestricted
	Support and training

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 2--Course Access (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 2--Provide instructional programs that support full implementation of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), English Language Development Standards (ELD) in grades K-12, and Career Technical Education (CTE) course completion work.

Goal 2

By the end of the 2023-2024 school year, 100% of the instructional materials, office supplies and equipment will be maintained and restocked and curriculum needs in all content areas will be reviewed for applicability to 21st century learning and to support all students' academic achievement.

Identified Need

Goal Statement:

Clarksburg Middle School students and staff will be provided with equipment, curriculum, instructional and support materials to support all students in increased academic achievement.

What data did you use to form this goal (findings from data analysis)?

Purchase order requests, conversations with teachers regarding curriculum needs, classroom observations and walkthroughs, work order requests for office equipment, secretarial input on needed office equipment.

What process will you use to monitor and evaluate the data?

Teacher surveys, collaborative conversations with teachers regarding effectiveness from curriculum improvements and office staff regarding effectiveness of equipment and frequency of ordering.

Strategy:

Inventory of textbooks/classroom materials to include year of publication and technology resources available, analysis of Clever supplemental materials provided, monitor the use of paper copies vs. digital use of materials.

What did the analysis of the data reveal that led you to this goal?

Teachers are having to create curriculum without relevant materials, the use of ParentSquare and Google Classroom have changed the way the school and teachers communicate and use resources for instruction.

People Assigned:

Teachers

Students

Administration

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)

Purchase instructional materials and supplies and maintain leases on all office equipment to support achievement for all students

Strategy/Activity

Task:
 Purchase student planners
 Maintain and restock all instructional materials to include paper, toner, writing instruments
 Review department budgets
 Maintain lease and contract service agreements and maintain all supplies

Measures:
 Student feedback on the importance/relevancy of student planner
 Monitor teacher materials/classroom requests

People Assigned:
 Secretaries
 Teachers
 Administration
 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)
2000.00	Unrestricted
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will have 21st century learning and academic achievement supported by the acquisition and maintenance of relevant curriculum, technology, and other resources, to be tracked by a purchase order analysis at the conclusion of the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

Unrestricted

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

Supports for school personnel and partners for assessment, data collection, analysis of content-area grade data for all students to determine targeted support for EL, socioeconomically disadvantaged students, and/or students receiving special education services.

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)

1000.00

Source(s)

Site Supplemental & Concentration

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

Effective support of Career Technical Education for all students involved in the Agriculture Department, which will be determined based on enrollment numbers, student interest, and educational partners' feedback regarding extra-curricular projects and activities.

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)
500.00	Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students in Visual and Performing Arts (VAPA)

Strategy/Activity

By providing engaging instruction there will be an increase in participation in A-G Electives and CTE courses which will be determined based on transcripts, course requests, and feedback from 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)
2775.00	Unrestricted Supplies
1741.00	Unrestricted Replacement materials
1425.00	Site Supplemental & Concentration

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 3 - State Standards (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 3--Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction.

Goal 3

By the end of the 2023-2024 school year, Clarksburg Middle School will provide safe facilities and well maintained classrooms that are wired and equipped with technology to support current District aligned instruction, and will be monitored by maintenance and purchasing logs.

Identified Need

Goal Statement:

A professional learning environment is needed to support teachers with the facilitation of student learning which focuses on the refining of skills and an increase in academic achievement through a safe and productive learning environment.

What data did you use to form this goal (findings from data analysis)?

Staff and site council meetings, English Learner Advisory Committee (ELAC), and other community meetings
Student and parent input

What process will you use to monitor and evaluate the data?

Teacher exit surveys, student and parent surveys, analysis of materials and facilities.

Strategy:

With current and modern resources students will have better access to District instructional norms. Teachers will support effective teaching and students will apply skills learned within a productive and modern learning environment
English Language Development (ELD) standards will be shared with all staff through the use of modern technology

What did the analysis of the data reveal that led you to this goal?

Community, staff, and student feedback from scheduled meetings revealed that having access to available resources enables classroom learning to be enhanced and accessible. Progress of English Learners (EL) students to Reclassified Fluent English Proficient (RFEP) is progressing, continuous and relevant training and materials are needed for effective implementation of standards and standards-based learning.

People Assigned:

Teachers

Students

Administration

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

By the end of the 2024 school year, 100% of all school labs, Chromebook carts, and teacher technology devices will be updated and/or replaced and software will be current for use, resulting in a productive and modern learning environment to best serve 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)

6000.00

Source(s)

Site Supplemental & Concentration

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

By the end of the 2024 school year, Clarksburg Middle School will have made improvements or enhancements to facilities based on purchase orders or maintenance records which will positively impact student performance and engagement.

Proposed Expenditures for this Strategy/Activity

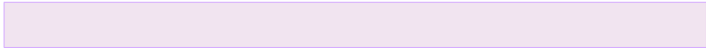
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 4 - Parent Involvement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 4--Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 4

By the end of the 2024 school year, parents, guardians, and community members will have had the opportunity to participate in a minimum of six meaningful and varied experiences which support their student's academic achievement.

Identified Need

Goal Statement:

Mitigating community engagement loss is a concern when trying to create a positive and engaging school climate.

What data did you use to form this goal (findings from data analysis)?

Community meetings

ASB meetings

California Healthy Kids Survey

Teacher meetings

Subgroup meetings such as ELAC and SSC

What process will you use to monitor and evaluate the data?

Provide and receive feedback from educational partners using different modalities.

Strategy:

Informal surveys, campus events and visits

Teacher, student, parent, administration interactions and student engagement

Celebrations for all students in a variety of academic achievements/attendance/improvement

Counselor communication with students and parents regarding educational analysis and opportunities

Increase the number of students enrolling in AP classes

Utilize the media center for before/after school or during lunch academic support

Post and share events with all school partners

Post all grade reporting dates at the beginning of the year for both parents and students

Establish and train staff on a student referral system for targeted student support including SST referral, not met in Tier 1 of MTSS

MTSS training for staff

Institute college/career spirit/awareness--College and career fair

What did the analysis of the data reveal that led you to this goal?

Based on parent feedback, post pandemic engagement opportunities are highly desired by parents and community members. Guardians are supportive of providing assistance with student academic achievement and recognition

People Assigned:
Leadership Team
Students
SSC/Parents
Administration
Counselor
Teachers

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 school will purchase necessary items to present the opportunity for educational partners to share in accomplishments and have access to events which support their child's academic achievements.

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)

1700.00

Site Supplemental & Concentration

785.00

Lottery: Unrestricted

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

Schoolwide Learner Outcomes (SLO's) will serve as the foundation for standards readiness for all students. With the development and purchase of posters and other items, the community can be informed of the school's vision for improving student achievement.

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)

200.00

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Goal 5

By the end of the 2023-2024 school year, 90% of all students will report via student surveys that they feel safe at school, feel a sense of belonging and value, and have improved their mental health.

Identified Need

Goal Statement:

The feeling of loss and isolation continues for Clarksburg Middle School students post-COVID-19. Students are still lacking basic social skills, conflict resolution, and coping strategies for academic success and positive mental health.

What data did you use to form this goal (findings from data analysis)?

Attendance/Tardy data

Discipline referrals and suspension/expulsion data

What process will you use to monitor and track the data?

Scheduled meetings, educational partners feedback, staff feedback, and data entries in school operating systems

Strategy:

Build student/adult connections

Offer opportunities for mental health improvements, resources

Work on incorporating SEL curriculum/activities for all students

People Assigned:

Staff

Students

Community partners

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

Students will have the opportunity to build genuine connections with a at least one adult throughout their three years at Clarksburg Middle School by the implementation of class advisory sessions with funding support to promote a positive school culture.

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)

600.00

Source(s)

Site Supplemental & Concentration

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

Counseling, mediation, and support with intangible issues such as bullying, gossip, rumors, etc., will be accessible and utilized by 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)

600.00

Source(s)

Site Supplemental & Concentration

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

By increasing the number of students that are involved in non-classroom activities and sustaining such programs, a positive and enriching school culture and experience can 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

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 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified



Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

--

LEA/LCAP Goal

--

Goal 8

--

Identified Need

--

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified
	None Specified
	None Specified

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$65,124.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Lottery: Unrestricted	\$20,785.00
Site Supplemental & Concentration	\$14,189.00
Unrestricted	\$30,150.00

Subtotal of state or local funds included for this school: \$65,124.00

Total of federal, state, and/or local funds for this school: \$65,124.00

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.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Lottery: Unrestricted	20,785.00
Site Supplemental & Concentration	14,189.00
Unrestricted	30,150.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Lottery: Unrestricted	20,785.00
	Site Supplemental & Concentration	14,189.00
	Unrestricted	30,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,134.00
Goal 2	14,441.00
Goal 3	7,000.00
Goal 4	2,685.00
Goal 5	24,864.00

School Site Council Membership

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

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

Name of Members	Role
Craig Cornelson	Principal
Amy Dyckovsky	Classroom Teacher
Brandon Sherman	Classroom Teacher
Nicole Keller	Parent or Community Member
Gloria White	Parent or Community Member
Noah White	Secondary Student
Francesca Varner	Secondary Student
Kerri Stump (not a voting member)	Parent or Community Member
Yasmine Granados	Other School Staff
Shane Cooper (not a voting member)	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 3, 2023.

Attested:

Two handwritten signatures in blue ink are visible on the left side of the page. The top signature is a cursive signature that appears to be 'Craig Cornelson'. The bottom signature is another cursive signature that appears to be 'Gloria White'.

Principal, Craig Cornelson on June 2, 2023

SSC Chairperson, Gloria White on June 2, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019