

School Year: **2023-24**



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
Wilson C. Riles Middle School	34739730108621	October 19, 2023	November 15, 20203

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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).

The Panorama Spring SEL Survey was given in the Fall of 2023. 465 students took the survey. A summary of responses is below:

- 48% rated school safety as favorable
- 41% rated school climate as favorable
- 40% rated school teacher-student relationships as favorable
- 32% rated school belonging as favorable
- 27% rated school engagement as favorable

Classroom Observations

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

Administration conducts formal and informal observations throughout the year. Classroom learning walks are conducted monthly with the district's coordinator of curriculum. Administration visits classrooms weekly. The site MTSS team conducts focused classroom observations three times a year. The results of such observations indicate that teachers need continued support and professional development around Universal Design for Learning. During the 2023/2024 school year, 18 certificated staff members will be evaluated using the district wide High Quality First Instruction lesson evaluation form. The Principal will conduct 10 evaluations with the Assistant Principal conducting 8. In the 2023-2024 school year, consistent classroom walkthroughs will be conducted by the Principal, Assistant Principal and Academic Coordinator. A classroom observation form focusing on the implementation of UDL, AVID strategies, and inclusive practices in lessons will provide feedback for teachers in these areas.

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)

Teachers have access to and use the English Language Proficiency Assessment for California (ELPAC), IReady Diagnostic scores, student progress through quarter grades, universal screeners, and department assessments are used to review student performance.

Students who scored 3 or more levels below their current grade level on the Reading iReady test were given a screener for the Corrective Reading intervention class (Academic Lab A). Students who performed below grade level in mathematics will be given the Mathematics Diagnostic Testing Project assessment to determine placement in an intervention course (Academic Lab B). Students who needed further support based on eligibility criteria were placed in an Academic Lab C course which focuses on organizational skills, fundamental skills in math and ELA and support in task completion, while receiving their integrated EL supports in their ELA class. English Learner students who did not meet criteria, including performing below standard on the ELPAC, were placed in a designated EL class to support language development. Teachers are trained and given Professional Learning Community time to design and analyze common formative assessment data in their grade and subject level teams. Based on this and other local data (student attendance, behavior) teachers, administrators and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings, staff meetings, and student action committee meetings.

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

Riles, as well as the District, is committed to the state's MTSS (Multi-Tiered System of Support) model and is defined as, "MTSS is an integrated framework that focuses on CCSS (Common Core State Standards), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success." Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. As we annually review our achievement data, we are committed to improve and adjust our RTI (Response to Intervention) model. We assess all students using universal screeners to determine the targeted intervention. Common formative and summative assessments, aligned with state standards are used in core subject areas. Time has been allocated for teachers to meet after each assessment is administered to analyze the results and make decisions about interventions and future instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wilson C. Riles meet the credential requirements in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD Personnel Office to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

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

All Wilson C. Riles Middle School teachers are credentialed and receive ongoing professional development on instructional materials. There are opportunities for teachers to assist in developing district goals and guidelines through participation on district committees and for new teachers to become familiar with curriculum and instructional materials through curriculum based workshops. Our school enjoys a widespread base of materials and resources. Teachers are able to collaborate within grade level and subject level teams bi-monthly during designated time periods on Mondays.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. Instructional walkthroughs (both administrative and academic coordinator) will remain in frequency in the 23-24 school year. These walkthroughs are designed so that teachers and administrators at Riles can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning. The walkthrough team will then discuss whether to discuss findings and suggestions during faculty meetings or during collaboration/department meetings.

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

At this time, new teachers are supported through the District's Teacher Induction program. Our Academic Coordinator collaborate with the district Curriculum Director to provide support with adopted curriculum, to decide on purchasing new intervention curriculum and to implement ongoing professional development.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. This time is utilized for analyzing common formative assessments as well as pacing and professional development.

Teaching and Learning

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

Riles students are provided with state adopted curriculum which is aligned to content standards. Teacher collaborate with their subject department to review state standards.

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

Adherence to recommended instructional minutes has been established. Our master schedule determines set minutes.

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

Lesson pacing guides and practices have been discussed during the Site Leadership team meeting, as well as during department collaboration times. Intervention courses are offered on the master schedule and are accessible to all qualifying students. For the 23-24 school year, 2 sections of academic intervention utilizing the Corrective Reading curriculum have been added to the master schedule as well as 2 sections of math intervention and 8 sections of academic intervention electives aimed to provide support in all core subject areas.

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

State adopted standards-based instructional materials are available for all Wilson C. Riles Middle School students. English Learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum. In addition to working with newcomers, the ELD instructional assistant teaches vocabulary development and language acquisition. Students with IEPs receive support in mathematics and English through a special education mathematics or English class or through an additional elective called Study Skills that supports them in their general education core classes. Students are recommended to receive additional instruction during Homeroom based on universal screeners and assessment scores. Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer supplemental tutoring to foster youth. The IReady curriculum has been purchased by the district to support fundamentals in mathematics and ELA in our Academic Lab Intervention courses as well as during English Learner designated times and Study Skills.

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

State adopted standards-based instructional materials are available for all students. English learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum.

Opportunity and Equal Educational Access

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

Students with IEPs have goals which are monitored by both a classroom teacher and a Special Education teacher. Curriculum is modified and differentiated based on students' progress and goals. For the 23-24 school year, students with IEP goals in mathematics and English will receive services and work on goals during Study Skills elective period with a special education teacher. The Iready online intervention curriculum through iready's myPath will be offered to all of our students receiving academic intervention, including Special Education students.

Evidence-based educational practices to raise student achievement

All curriculum and materials are standards-based and are research-based. High Quality Instruction, Universal Design for Learning, AVID and other research-based instructional strategies are implemented in all classrooms.

Parental Engagement

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

The District Family Resource Center serves students at Riles. Translators are available in the district to bridge the language barrier with non-English speaking parents. Riles maintains a website that is updated daily with community and school information. The Principal sends home a weekly community email to all families that includes important event dates, school information and PTA announcements. The school sponsors a Facebook page and Instagram account to advertise events and keep parents informed of campus life.

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)

Through School Site Council and English Language Advisory Committee, parents, teachers and staff participate in planning, implementing and evaluating school programs. The School Site Council meets quarterly. The Site Leadership Team (SLT) makes decisions based on input from the community and 4 sub committees. Those committees are the PBIS team, AVID Site Team, Behavioral / Social Emotional Team and PLC teams.

Funding

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

We provide a reading intervention program for students identified with reading needs. We offer before and after school Husky Help sessions for students to receive pre and reteaching. Our Academic Coordinator works with individual and small groups of students on identified academic needs. Students have access to supplementary materials such as iReady and Gizmos.

Fiscal support (EPC)

Monies are aligned with goals outlined in the SPSA and are monitored and discussed in School Site Council.

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

Through the School Site Council parents, teachers, students and staff participate in planning, implementing and evaluating school programs. The SSC will meet twice per year. ELAC meetings are conducted twice per year to gain feedback from community members.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	0.52%	0.68%	7	3	4
African American	9.6%	10.47%	13.46%	57	60	79
Asian	6.4%	7.33%	8.69%	38	42	51
Filipino	3.0%	2.62%	3.07%	18	15	18
Hispanic/Latino	31.4%	31.94%	31.69%	187	183	186
Pacific Islander	1.9%	1.57%	1.19%	11	9	7
White	39.4%	37.70%	33.9%	235	216	199
Multiple/No Response	7.2%	7.85%	7.33%	43	45	43
Total Enrollment				596	573	587

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	282	289	294
Grade 8	314	284	293
Total Enrollment	596	573	587

Conclusions based on this data:

1. Total enrollment increased in 7th grade from 20-21 to 21-22, but 8th grade declined.
2. White and Hispanic/Latino students are our two highest populated sub groups.

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	57	52	59	9.60%	9.1%	10.1%
Fluent English Proficient (FEP)	138	126	130	23.20%	22.0%	22.1%
Reclassified Fluent English Proficient (RFEP)	1			1.8%		

Conclusions based on this data:

1. The number of EL students in all years was very similar.

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	274	285	288	0	270	277	0	269	276	0.0	94.7	96.2
Grade 8	310	280	299	0	261	285	0	260	285	0.0	93.2	95.3
All Grades	584	565	587	0	531	562	0	529	561	0.0	94.0	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2513.	2508.		6.32	6.52		29.37	30.07		31.23	27.17		33.09	36.23
Grade 8		2536.	2514.		8.85	7.02		35.00	26.67		25.38	25.61		30.77	40.70
All Grades	N/A	N/A	N/A		7.56	6.77		32.14	28.34		28.36	26.38		31.95	38.50

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		10.78	12.00		66.91	61.09		22.30	26.91
Grade 8		12.11	11.23		60.94	52.28		26.95	36.49
All Grades		11.43	11.61		64.00	56.61		24.57	31.79

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		11.57	10.18		55.60	55.27		32.84	34.55
Grade 8		11.76	7.72		55.69	48.42		32.55	43.86
All Grades		11.66	8.93		55.64	51.79		32.70	39.29

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		10.41	8.73		73.61	70.18		15.99	21.09
Grade 8		16.41	10.18		69.92	70.53		13.67	19.30
All Grades		13.33	9.46		71.81	70.36		14.86	20.18

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		11.90	8.00		64.31	70.91		23.79	21.09
Grade 8		12.50	11.58		70.70	58.60		16.80	29.82
All Grades		12.19	9.82		67.43	64.64		20.38	25.54

Conclusions based on this data:

1. Students performing above or near standard in Reading overall decreased in 22-23

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	274	285	288	0	268	276	0	268	275	0.0	94.0	95.8
Grade 8	310	280	299	0	260	283	0	259	282	0.0	92.9	94.6
All Grades	584	565	587	0	528	559	0	527	557	0.0	93.5	95.2

* 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		2488.	2501.		7.84	9.82		15.30	16.73		32.09	29.82		44.78	43.64
Grade 8		2518.	2506.		11.97	12.06		13.51	13.12		31.27	26.95		43.24	47.87
All Grades	N/A	N/A	N/A		9.87	10.95		14.42	14.90		31.69	28.37		44.02	45.78

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		8.61	12.73		46.82	42.91		44.57	44.36	
Grade 8		12.45	11.70		51.36	46.10		36.19	42.20	
All Grades		10.50	12.21		49.05	44.52		40.46	43.27	

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		7.84	10.91		54.85	54.55		37.31	34.55
Grade 8		12.36	9.57		56.76	52.84		30.89	37.59
All Grades		10.06	10.23		55.79	53.68		34.16	36.09

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		8.96	10.91		61.57	64.00		29.48	25.09
Grade 8		10.81	8.16		62.93	61.70		26.25	30.14
All Grades		9.87	9.52		62.24	62.84		27.89	27.65

Conclusions based on this data:

1. The percentage of students exceeding standard increased in 22-23

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	1530.4	1513.8	1533.2	1552.2	1517.2	1527.0	1508.1	1509.9	1539.0	24	27	36
8	1546.6	1554.1	1511.7	1566.2	1566.3	1501.3	1526.5	1541.6	1521.6	28	18	33
All Grades										52	45	69

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	29.17	14.81	27.78	29.17	33.33	33.33	33.33	18.52	11.11	8.33	33.33	27.78	24	27	36
8	39.29	33.33	18.18	17.86	38.89	21.21	28.57	11.11	21.21	14.29	16.67	39.39	28	18	33
All Grades	34.62	22.22	23.19	23.08	35.56	27.54	30.77	15.56	15.94	11.54	26.67	33.33	52	45	69

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	41.67	37.04	44.44	45.83	22.22	25.00	8.33	22.22	2.78	4.17	18.52	27.78	24	27	36
8	46.43	50.00	30.30	28.57	33.33	15.15	10.71	0.00	15.15	14.29	16.67	39.39	28	18	33
All Grades	44.23	42.22	37.68	36.54	26.67	20.29	9.62	13.33	8.70	9.62	17.78	33.33	52	45	69

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	4.17	3.70	13.89	16.67	11.11	33.33	41.67	40.74	25.00	37.50	44.44	27.78	24	27	36
8	3.57	11.11	6.06	28.57	22.22	18.18	42.86	38.89	30.30	25.00	27.78	45.45	28	18	33
All Grades	3.85	6.67	10.14	23.08	15.56	26.09	42.31	40.00	27.54	30.77	37.78	36.23	52	45	69

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	12.50	7.41	13.89	62.50	51.85	63.89	25.00	40.74	22.22	24	27	36
8	21.43	11.11	18.18	50.00	66.67	42.42	28.57	22.22	39.39	28	18	33
All Grades	17.31	8.89	15.94	55.77	57.78	53.62	26.92	33.33	30.43	52	45	69

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	87.50	65.38	60.00	8.33	15.38	17.14	4.17	19.23	22.86	24	26	35
8	75.00	77.78	33.33	14.29	5.56	27.27	10.71	16.67	39.39	28	18	33
All Grades	80.77	70.45	47.06	11.54	11.36	22.06	7.69	18.18	30.88	52	44	68

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	8.33	7.41	16.67	29.17	37.04	38.89	62.50	55.56	44.44	24	27	36
8	21.43	22.22	15.15	32.14	16.67	18.18	46.43	61.11	66.67	28	18	33
All Grades	15.38	13.33	15.94	30.77	28.89	28.99	53.85	57.78	55.07	52	45	69

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	8.33	0.00	22.22	70.83	69.23	47.22	20.83	30.77	30.56	24	26	36
8	0.00	5.56	0.00	85.71	83.33	75.76	14.29	11.11	24.24	28	18	33
All Grades	3.85	2.27	11.59	78.85	75.00	60.87	17.31	22.73	27.54	52	44	69

Conclusions based on this data:

1. There were more students in 22-23.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	61	10.1	0.3
Total Number of Students enrolled in Wilson C. Riles 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	10.1
Foster Youth	2	0.3
Homeless	46	7.8
Socioeconomically Disadvantaged	358	61
Students with Disabilities	83	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	13.5
American Indian	4	0.7
Asian	51	8.7
Filipino	18	3.1
Hispanic	186	31.7
Two or More Races	43	7.3
Pacific Islander	7	1.2
White	199	33.9

Conclusions based on this data:

1. The majority of our student population is socioeconomically disadvantaged.

School and Student Performance Data






Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

- Riles students are low in both reading and math.
- Chronic Absenteeism is Very High. Suspension and English Learner Progress are High.

School and Student Performance Data

Academic Performance English Language Arts

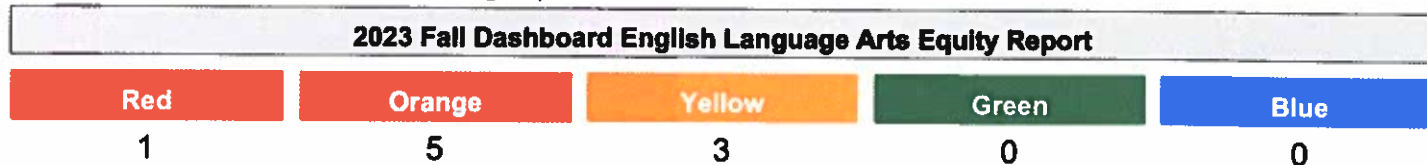
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 40.3 points below standard Decreased -10.1 points 519 Students	English Learners  Orange 64.6 points below standard Decreased -14.2 points 100 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Yellow 55.2 points below standard Increased Significantly +58.3 points 41 Students	Socioeconomically Disadvantaged  Orange 49.8 points below standard Decreased -6.2 points 318 Students	Students with Disabilities  Red 130.9 points below standard Decreased Significantly -19.4 points 77 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 85.9 points below standard Increased Significantly +26.8 points 74 Students	Less than 11 Students 4 Students	 Yellow 0.1 points below standard Decreased -6.5 points 48 Students	23.4 points above standard Decreased -11.3 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.4 points below standard Decreased -14 points 164 Students	 Yellow 28.1 points below standard Increased Significantly +20.2 points 38 Students	Less than 11 Students 7 Students	 Orange 39.6 points below standard Decreased Significantly -18.3 points 172 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
124.9 points below standard Maintained -1.7 points 45 Students	15.3 points below standard Maintained +1.3 points 55 Students	44.6 points below standard Decreased -4.8 points 349 Students

Conclusions based on this data:

1. African American students was the race with the largest decline. Homeless and Students with Disabilities were subgroups with very low performances.

School and Student Performance Data

Academic Performance Mathematics

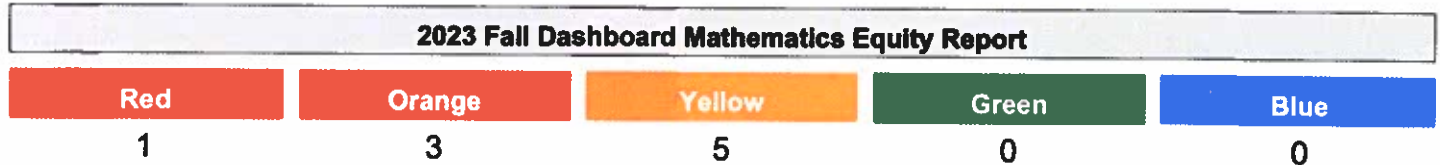
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 65.1 points below standard Increased +3.4 points 516 Students	English Learners  Yellow 74 points below standard Increased +9.3 points 100 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Yellow 83.8 points below standard Increased Significantly +58.4 points 41 Students	Socioeconomically Disadvantaged  Yellow 77.9 points below standard Increased +3.7 points 318 Students	Students with Disabilities  Red 164.8 points below standard Decreased -10.1 points 78 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 119.4 points below standard Increased Significantly +38.1 points 74 Students	American Indian Less than 11 Students 4 Students	Asian  Orange 34.6 points below standard Decreased -5.2 points 48 Students	Filipino 16.4 points above standard Increased Significantly +19.4 points 17 Students
Hispanic  Yellow 78.2 points below standard Increased +4.5 points 163 Students	Two or More Races  Yellow 57.3 points below standard Increased Significantly +26.2 points 38 Students	Pacific Islander Less than 11 Students 7 Students	White  Orange 57 points below standard Decreased -5.4 points 171 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 144 points below standard Increased Significantly +25.5 points 45 Students	Reclassified English Learners 16.7 points below standard Increased Significantly +30.4 points 55 Students	English Only 74.8 points below standard Increased +5.2 points 349 Students
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Conclusions based on this data:

1. All students regardless of race or subgroup category are low or very low.

School and Student Performance Data

Academic Performance English Learner Progress

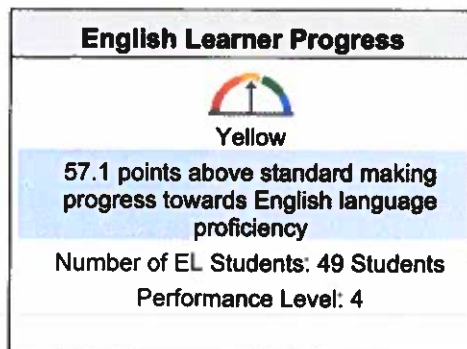
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 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.

2023 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
6	15	4	24

Conclusions based on this data:

- 51% of our EL students went up at least one level in their English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	American Indian	Asian	Fillpino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School Year: **2023-24**



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
Wilson C. Riles Middle School	34739730108621	October 19, 2023	November 15, 20203

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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).

The Panorama Spring SEL Survey was given in the Fall of 2023. 465 students took the survey. A summary of responses is below:

- 48% rated school safety as favorable
- 41% rated school climate as favorable
- 40% rated school teacher-student relationships as favorable
- 32% rated school belonging as favorable
- 27% rated school engagement as favorable

Classroom Observations

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

Administration conducts formal and informal observations throughout the year. Classroom learning walks are conducted monthly with the district's coordinator of curriculum. Administration visits classrooms weekly. The site MTSS team conducts focused classroom observations three times a year. The results of such observations indicate that teachers need continued support and professional development around Universal Design for Learning. During the 2023/2024 school year, 18 certificated staff members will be evaluated using the district wide High Quality First Instruction lesson evaluation form. The Principal will conduct 10 evaluations with the Assistant Principal conducting 8. In the 2023-2024 school year, consistent classroom walkthroughs will be conducted by the Principal, Assistant Principal and Academic Coordinator. A classroom observation form focusing on the implementation of UDL, AVID strategies, and inclusive practices in lessons will provide feedback for teachers in these areas.

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)

Teachers have access to and use the English Language Proficiency Assessment for California (ELPAC), IReady Diagnostic scores, student progress through quarter grades, universal screeners, and department assessments are used to review student performance.

Students who scored 3 or more levels below their current grade level on the Reading iReady test were given a screener for the Corrective Reading intervention class (Academic Lab A). Students who performed below grade level in mathematics will be given the Mathematics Diagnostic Testing Project assessment to determine placement in an intervention course (Academic Lab B). Students who needed further support based on eligibility criteria were placed in an Academic Lab C course which focuses on organizational skills, fundamental skills in math and ELA and support in task completion, while receiving their integrated EL supports in their ELA class. English Learner students who did not meet criteria, including performing below standard on the ELPAC, were placed in a designated EL class to support language development. Teachers are trained and given Professional Learning Community time to design and analyze common formative assessment data in their grade and subject level teams. Based on this and other local data (student attendance, behavior) teachers, administrators and counselors make recommendations for appropriate interventions and placement. Time is given for such collaboration during department meetings, staff meetings, and student action committee meetings.

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

Riles, as well as the District, is committed to the state's MTSS (Multi-Tiered System of Support) model and is defined as, "MTSS is an integrated framework that focuses on CCSS (Common Core State Standards), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success." Consistent progress monitoring determines student movement within our Multi-Tiered System of Supports. As we annually review our achievement data, we are committed to improve and adjust our RTI (Response to Intervention) model. We assess all students using universal screeners to determine the targeted intervention. Common formative and summative assessments, aligned with state standards are in used in core subject areas. Time has been allocated for teachers to meet after each assessment is administered to analyze the results and make decisions about interventions and future instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Wilson C. Riles meet the credential requirements in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD Personnel Office to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

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

All Wilson C. Riles Middle School teachers are credentialed and receive ongoing professional development on instructional materials. There are opportunities for teachers to assist in developing district goals and guidelines through participation on district committees and for new teachers to become familiar with curriculum and instructional materials through curriculum based workshops. Our school enjoys a widespread base of materials and resources. Teachers are able to collaborate within grade level and subject level teams bi-monthly during designated time periods on Mondays.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. Instructional walkthroughs (both administrative and academic coordinator) will remain in frequency in the 23-24 school year. These walkthroughs are designed so that teachers and administrators at Riles can observe classroom instruction, identify strengths and weaknesses, and brainstorm/research strategies that, if implemented with fidelity by all, will improve instruction and student learning. The walkthrough team will then discuss whether to discuss findings and suggestions during faculty meetings or during collaboration/department meetings.

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

At this time, new teachers are supported through the District's Teacher Induction program. Our Academic Coordinator collaborate with the district Curriculum Director to provide support with adopted curriculum, to decide on purchasing new intervention curriculum and to implement ongoing professional development.

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

Two hours of time is provided weekly (Mondays after school dismissal) for Riles staff to collaborate and/or receive professional development. These days are planned at the start of the year, and include faculty meetings, department time, and collaborative group time. This time is utilized for analyzing common formative assessments as well as pacing and professional development.

Teaching and Learning

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

Riles students are provided with state adopted curriculum which is aligned to content standards. Teacher collaborate with their subject department to review state standards.

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

Adherence to recommended instructional minutes has been established. Our master schedule determines set minutes.

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

Lesson pacing guides and practices have been discussed during the Site Leadership team meeting, as well as during department collaboration times. Intervention courses are offered on the master schedule and are accessible to all qualifying students. For the 23-24 school year, 2 sections of academic intervention utilizing the Corrective Reading curriculum have been added to the master schedule as well as 2 sections of math intervention and 8 sections of academic intervention electives aimed to provide support in all core subject areas.

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

State adopted standards-based instructional materials are available for all Wilson C. Riles Middle School students. English Learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum. In addition to working with newcomers, the ELD instructional assistant teaches vocabulary development and language acquisition. Students with IEPs receive support in mathematics and English through a special education mathematics or English class or through an additional elective called Study Skills that supports them in their general education core classes. Students are recommended to receive additional instruction during Homeroom based on universal screeners and assessment scores. Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer supplemental tutoring to foster youth. The IReady curriculum has been purchased by the district to support fundamentals in mathematics and ELA in our Academic Lab Intervention courses as well as during English Learner designated times and Study Skills.

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

State adopted standards-based instructional materials are available for all students. English learners are provided with additional instruction using Study Sync ELD curriculum or National Geographic's Inside curriculum.

Opportunity and Equal Educational Access

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

Students with IEPs have goals which are monitored by both a classroom teacher and a Special Education teacher. Curriculum is modified and differentiated based on students' progress and goals. For the 23-24 school year, students with IEP goals in mathematics and English will receive services and work on goals during Study Skills elective period with a special education teacher. The Iready online intervention curriculum through iready's myPath will be offered to all of our students receiving academic intervention, including Special Education students.

Evidence-based educational practices to raise student achievement

All curriculum and materials are standards-based and are research-based. High Quality Instruction, Universal Design for Learning, AVID and other research-based instructional strategies are implemented in all classrooms.

Parental Engagement

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

The District Family Resource Center serves students at Riles. Translators are available in the district to bridge the language barrier with non-English speaking parents. Riles maintains a website that is updated daily with community and school information. The Principal sends home a weekly community email to all families that includes important event dates, school information and PTA announcements. The school sponsors a Facebook page and Instagram account to advertise events and keep parents informed of campus life.

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)

Through School Site Council and English Language Advisory Committee, parents, teachers and staff participate in planning, implementing and evaluating school programs. The School Site Council meets quarterly. The Site Leadership Team (SLT) makes decisions based on input from the community and 4 sub committees. Those committees are the PBIS team, AVID Site Team, Behavioral / Social Emotional Team and PLC teams.

Funding

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

We provide a reading intervention program for students identified with reading needs. We offer before and after school Husky Help sessions for students to receive pre and reteaching. Our Academic Coordinator works with individual and small groups of students on identified academic needs. Students have access to supplementary materials such as iReady and Gizmos.

Fiscal support (EPC)

Monies are aligned with goals outlined in the SPSA and are monitored and discussed in School Site Council.

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

Through the School Site Council parents, teachers, students and staff participate in planning, implementing and evaluating school programs. The SSC will meet twice per year. ELAC meetings are conducted twice per year to gain feedback from community members.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.2%	0.52%	0.68%	7	3	4
African American	9.6%	10.47%	13.46%	57	60	79
Asian	6.4%	7.33%	8.69%	38	42	51
Filipino	3.0%	2.62%	3.07%	18	15	18
Hispanic/Latino	31.4%	31.94%	31.69%	187	183	186
Pacific Islander	1.9%	1.57%	1.19%	11	9	7
White	39.4%	37.70%	33.9%	235	216	199
Multiple/No Response	7.2%	7.85%	7.33%	43	45	43
Total Enrollment				596	573	587

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	282	289	294
Grade 8	314	284	293
Total Enrollment	596	573	587

Conclusions based on this data:

1. Total enrollment increased in 7th grade from 20-21 to 21-22, but 8th grade declined.
2. White and Hispanic/Latino students are our two highest populated sub groups.

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	57	52	59	9.60%	9.1 %	10.1%
Fluent English Proficient (FEP)	138	126	130	23.20%	22.0%	22.1%
Reclassified Fluent English Proficient (RFEP)	1			1.8%		

Conclusions based on this data:

1. The number of EL students in all years was very similar.

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	274	285	288	0	270	277	0	269	276	0.0	94.7	96.2
Grade 8	310	280	299	0	261	285	0	260	285	0.0	93.2	95.3
All Grades	584	565	587	0	531	562	0	529	561	0.0	94.0	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2513.	2508.		6.32	6.52		29.37	30.07		31.23	27.17		33.09	36.23
Grade 8		2536.	2514.		8.85	7.02		35.00	26.67		25.38	25.61		30.77	40.70
All Grades	N/A	N/A	N/A		7.56	6.77		32.14	28.34		28.36	26.38		31.95	38.50

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			10.78	12.00		66.91	61.09		22.30	26.91
Grade 8			12.11	11.23		60.94	52.28		26.95	36.49
All Grades			11.43	11.61		64.00	56.61		24.57	31.79

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		11.57	10.18		55.60	55.27		32.84	34.55
Grade 8		11.76	7.72		55.69	48.42		32.55	43.86
All Grades		11.66	8.93		55.64	51.79		32.70	39.29

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		10.41	8.73		73.61	70.18		15.99	21.09
Grade 8		16.41	10.18		69.92	70.53		13.67	19.30
All Grades		13.33	9.46		71.81	70.36		14.86	20.18

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		11.90	8.00		64.31	70.91		23.79	21.09
Grade 8		12.50	11.58		70.70	58.60		16.80	29.82
All Grades		12.19	9.82		67.43	64.64		20.38	25.54

Conclusions based on this data:

1. Students performing above or near standard in Reading overall decreased in 22-23

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	274	285	288	0	268	276	0	268	275	0.0	94.0	95.8
Grade 8	310	280	299	0	260	283	0	259	282	0.0	92.9	94.6
All Grades	584	565	587	0	528	559	0	527	557	0.0	93.5	95.2

* 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		2488.	2501.		7.84	9.82		15.30	16.73		32.09	29.82		44.78	43.64
Grade 8		2518.	2506.		11.97	12.06		13.51	13.12		31.27	26.95		43.24	47.87
All Grades	N/A	N/A	N/A		9.87	10.95		14.42	14.90		31.69	28.37		44.02	45.78

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		8.61	12.73		46.82	42.91		44.57	44.36
Grade 8		12.45	11.70		51.36	46.10		36.19	42.20
All Grades		10.50	12.21		49.05	44.52		40.46	43.27

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		7.84	10.91		54.85	54.55		37.31	34.55
Grade 8		12.36	9.57		56.76	52.84		30.89	37.59
All Grades		10.06	10.23		55.79	53.68		34.16	36.09

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		8.96	10.91		61.57	64.00		29.48	25.09
Grade 8		10.81	8.16		62.93	61.70		26.25	30.14
All Grades		9.87	9.52		62.24	62.84		27.89	27.65

Conclusions based on this data:

1. The percentage of students exceeding standard increased in 22-23

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	1530.4	1513.8	1533.2	1552.2	1517.2	1527.0	1508.1	1509.9	1539.0	24	27	36
8	1546.6	1554.1	1511.7	1566.2	1566.3	1501.3	1526.5	1541.6	1521.6	28	18	33
All Grades										52	45	69

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	29.17	14.81	27.78	29.17	33.33	33.33	33.33	18.52	11.11	8.33	33.33	27.78	24	27	36
8	39.29	33.33	18.18	17.86	38.89	21.21	28.57	11.11	21.21	14.29	16.67	39.39	28	18	33
All Grades	34.62	22.22	23.19	23.08	35.56	27.54	30.77	15.56	15.94	11.54	26.67	33.33	52	45	69

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	41.67	37.04	44.44	45.83	22.22	25.00	8.33	22.22	2.78	4.17	18.52	27.78	24	27	36
8	46.43	50.00	30.30	28.57	33.33	15.15	10.71	0.00	15.15	14.29	16.67	39.39	28	18	33
All Grades	44.23	42.22	37.68	36.54	26.67	20.29	9.62	13.33	8.70	9.62	17.78	33.33	52	45	69

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	4.17	3.70	13.89	16.67	11.11	33.33	41.67	40.74	25.00	37.50	44.44	27.78	24	27	36
8	3.57	11.11	6.06	28.57	22.22	18.18	42.86	38.89	30.30	25.00	27.78	45.45	28	18	33
All Grades	3.85	6.67	10.14	23.08	15.56	26.09	42.31	40.00	27.54	30.77	37.78	36.23	52	45	69

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	12.50	7.41	13.89	62.50	51.85	63.89	25.00	40.74	22.22	24	27	36
8	21.43	11.11	18.18	50.00	66.67	42.42	28.57	22.22	39.39	28	18	33
All Grades	17.31	8.89	15.94	55.77	57.78	53.62	26.92	33.33	30.43	52	45	69

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	87.50	65.38	60.00	8.33	15.38	17.14	4.17	19.23	22.86	24	26	35
8	75.00	77.78	33.33	14.29	5.56	27.27	10.71	16.67	39.39	28	18	33
All Grades	80.77	70.45	47.06	11.54	11.36	22.06	7.69	18.18	30.88	52	44	68

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	8.33	7.41	16.67	29.17	37.04	38.89	62.50	55.56	44.44	24	27	36
8	21.43	22.22	15.15	32.14	16.67	18.18	46.43	61.11	66.67	28	18	33
All Grades	15.38	13.33	15.94	30.77	28.89	28.99	53.85	57.78	55.07	52	45	69

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	8.33	0.00	22.22	70.83	69.23	47.22	20.83	30.77	30.56	24	26	36
8	0.00	5.56	0.00	85.71	83.33	75.76	14.29	11.11	24.24	28	18	33
All Grades	3.85	2.27	11.59	78.85	75.00	60.87	17.31	22.73	27.54	52	44	69

Conclusions based on this data:

1. There were more students in 22-23.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	61	10.1	0.3
Total Number of Students enrolled in Wilson C. Riles 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	10.1
Foster Youth	2	0.3
Homeless	46	7.8
Socioeconomically Disadvantaged	358	61
Students with Disabilities	83	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	13.5
American Indian	4	0.7
Asian	51	8.7
Filipino	18	3.1
Hispanic	186	31.7
Two or More Races	43	7.3
Pacific Islander	7	1.2
White	199	33.9

Conclusions based on this data:

1. The majority of our student population is socioeconomically disadvantaged.

School and Student Performance Data






Overall Performance

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2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

- Riles students are low in both reading and math.
- Chronic Absenteeism is Very High. Suspension and English Learner Progress are High.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	3	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 40.3 points below standard Decreased -10.1 points 519 Students	 Orange 64.6 points below standard Decreased -14.2 points 100 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 55.2 points below standard Increased Significantly +58.3 points 41 Students	 Orange 49.8 points below standard Decreased -6.2 points 318 Students	 Red 130.9 points below standard Decreased Significantly -19.4 points 77 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  Orange 85.9 points below standard Increased Significantly +26.8 points 74 Students	American Indian Less than 11 Students 4 Students	Asian  Yellow 0.1 points below standard Decreased -6.5 points 48 Students	Filipino 23.4 points above standard Decreased -11.3 points 17 Students
Hispanic  Orange 48.4 points below standard Decreased -14 points 164 Students	Two or More Races  Yellow 28.1 points below standard Increased Significantly +20.2 points 38 Students	Pacific Islander Less than 11 Students 7 Students	White  Orange 39.6 points below standard Decreased Significantly -18.3 points 172 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 124.9 points below standard Maintained -1.7 points 45 Students	Reclassified English Learners 15.3 points below standard Maintained +1.3 points 55 Students	English Only 44.6 points below standard Decreased -4.8 points 349 Students

Conclusions based on this data:

1. African American students was the race with the largest decline. Homeless and Students with Disabilities were subgroups with very low performances.

School and Student Performance Data

Academic Performance Mathematics

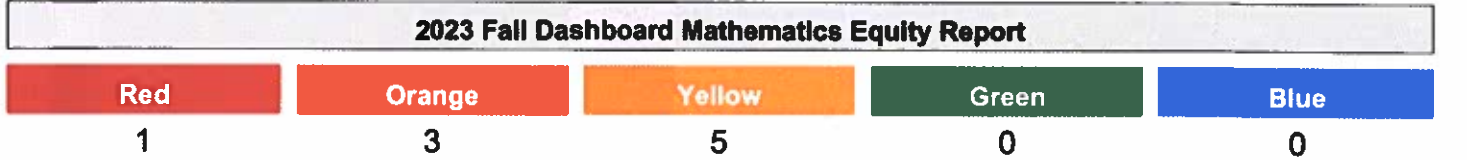
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div><p>Yellow</p></div> <div>65.1 points below standard</div> <div>Increased +3.4 points</div> <div>516 Students</div>	<div>English Learners</div> <div><p>Yellow</p></div> <div>74 points below standard</div> <div>Increased +9.3 points</div> <div>100 Students</div>	<div>Foster Youth</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Homeless</div> <div><p>Yellow</p></div> <div>83.8 points below standard</div> <div>Increased Significantly +58.4 points</div> <div>41 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Yellow</p></div> <div>77.9 points below standard</div> <div>Increased +3.7 points</div> <div>318 Students</div>	<div>Students with Disabilities</div> <div><p>Red</p></div> <div>164.8 points below standard</div> <div>Decreased -10.1 points</div> <div>78 Students</div>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 119.4 points below standard Increased Significantly +38.1 points 74 Students	American Indian Less than 11 Students 4 Students	Asian  Orange 34.6 points below standard Decreased -5.2 points 48 Students	Filipino 16.4 points above standard Increased Significantly +19.4 points 17 Students
Hispanic  Yellow 78.2 points below standard Increased +4.5 points 163 Students	Two or More Races  Yellow 57.3 points below standard Increased Significantly +26.2 points 38 Students	Pacific Islander Less than 11 Students 7 Students	White  Orange 57 points below standard Decreased -5.4 points 171 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 144 points below standard Increased Significantly +25.5 points 45 Students	Reclassified English Learners 16.7 points below standard Increased Significantly +30.4 points 55 Students	English Only 74.8 points below standard Increased +5.2 points 349 Students
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Conclusions based on this data:

1. All students regardless of race or subgroup category are low or very low.

School and Student Performance Data

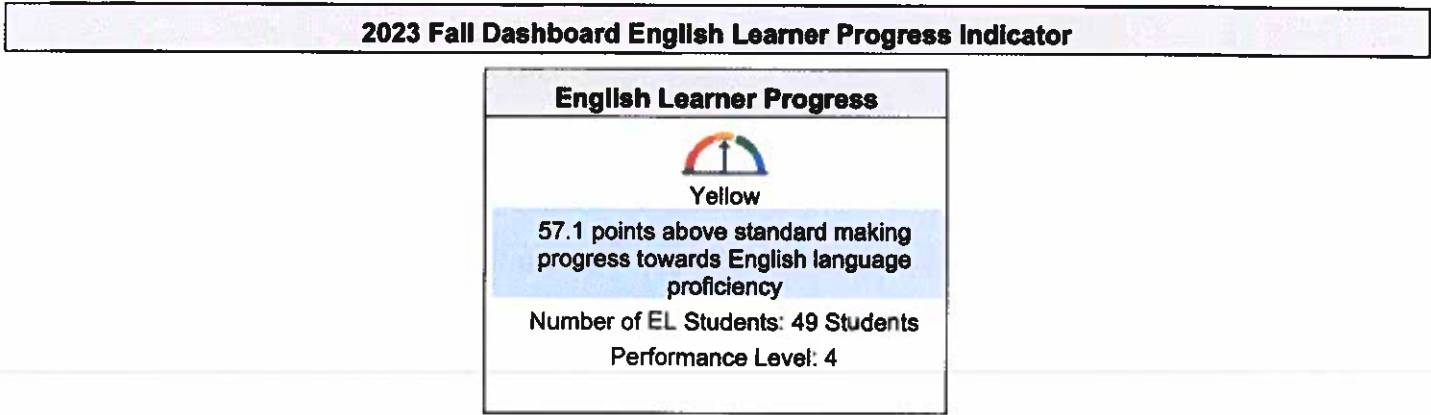
Academic Performance English Learner Progress

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



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.

2023 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
6	15	4	24

Conclusions based on this data:

- 51% of our EL students went up at least one level in their English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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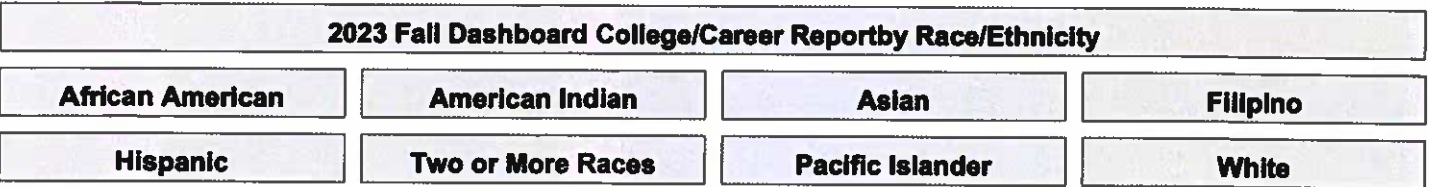
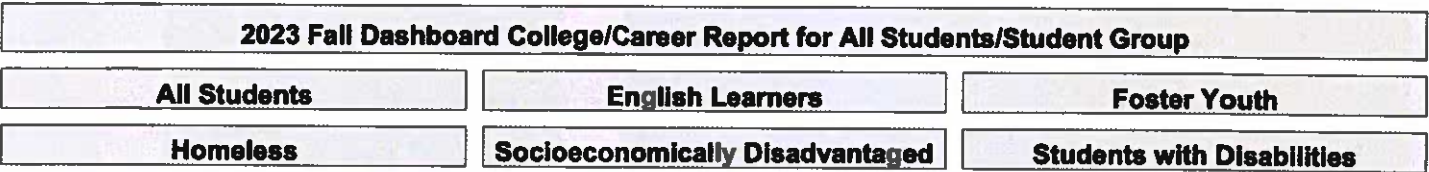
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

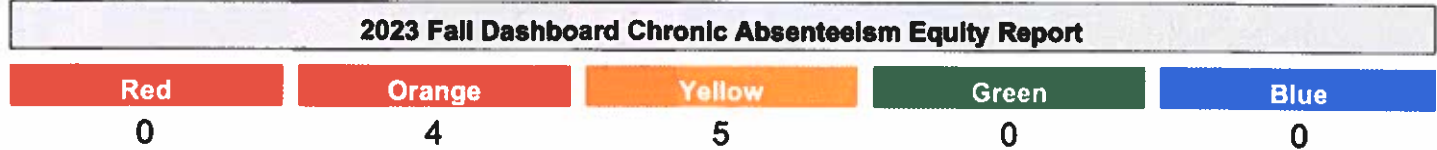
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>26.1% Chronically Absent</div> <div>Declined Significantly -12.9</div> <div>652 Students</div>	<div>English Learners</div> <div> Orange</div> <div>30.4% Chronically Absent</div> <div>Declined -22.7</div> <div>92 Students</div>	<div>Foster Youth</div> <div>Less than 11 Students</div> <div>5 Students</div>
<div>Homeless</div> <div> Orange</div> <div>30.9% Chronically Absent</div> <div>Declined -13.5</div> <div>55 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>31.2% Chronically Absent</div> <div>Declined Significantly -11.8</div> <div>420 Students</div>	<div>Students with Disabilities</div> <div> Orange</div> <div>36.4% Chronically Absent</div> <div>Declined -11.8</div> <div>99 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Orange 26.5% Chronically Absent Declined -20.8 98 Students	American Indian Less than 11 Students 5 Students	Asian  Yellow 12.9% Chronically Absent Declined -15.7 62 Students	Filipino 10.5% Chronically Absent Declined -1.2 19 Students
Hispanic  Yellow 27.6% Chronically Absent Declined Significantly -12.1 192 Students	Two or More Races  Yellow 20% Chronically Absent Declined -17 45 Students	Pacific Islander Less than 11 Students 8 Students	White  Yellow 30% Chronically Absent Declined Significantly -9.9 223 Students

Conclusions based on this data:

1. All subgroups are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

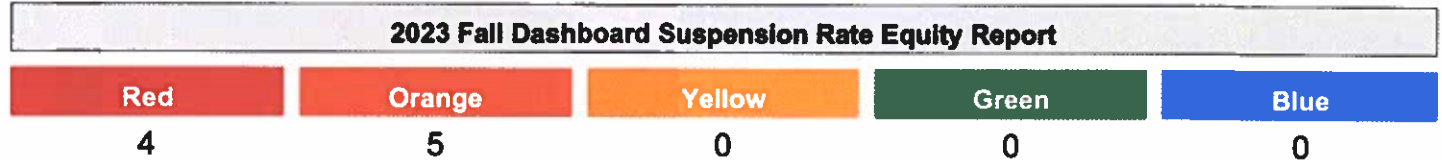
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 11.6% suspended at least one day Increased 3.2 663 Students	English Learners Orange 6.5% suspended at least one day Increased 4.9 93 Students	Foster Youth Less than 11 Students 5 Students
Homeless Orange 15.8% suspended at least one day Declined -0.9 57 Students	Socioeconomically Disadvantaged Red 13.6% suspended at least one day Increased 3.7 428 Students	Students with Disabilities Red 20.4% suspended at least one day Increased 8.1 103 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 23.5% suspended at least one day Increased 2.5 102 Students	American Indian Less than 11 Students 5 Students	Asian  Orange 3.2% suspended at least one day Increased 1.2 62 Students	Filipino 0% suspended at least one day Declined -5.9 19 Students
Hispanic  Red 11.8% suspended at least one day Increased Significantly 6.8 195 Students	Two or More Races  Orange 13% suspended at least one day Declined -4.3 46 Students	Pacific Islander Less than 11 Students 8 Students	White  Orange 9.3% suspended at least one day Increased 3.1 226 Students

Conclusions based on this data:

1. The number of students suspended is high for all students. Homeless and Students with Disabilities were very high in suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All stakeholders will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 1

SCHOOL CLIMATE

Students will participate in our school-wide PBIS program as well as our Second Step SEL Program. Participation through these programs will lead to students and staff feeling like they belong here at Riles. It is imperative to address social emotional concerns. We have found a need to support students feeling connected to being at school, while noticing the need to teach empathy and compassion towards one another. This will lead to a school culture of celebrating and valuing our differences.

Identified Need

Panorama survey data shows that students do not feel connect to school, especially true for specific groups: African American, Homeless, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	On the Fall 2023 panorama survey, 32% of all students felt as though they belong at school.	Will increase the belonging domain to 35% as measured by the next panorama survey results in March 2024.
Dashboard	Our dashboard results showed all students were very high with 8.5% of students being suspended at least one day. Specifically our African American group was 21%, Homeless was 16.7%, and Students with disabilities 12.3%.	Will decrease by at least 3% on the 2024 dashboard
SWIS	In January of 2024 we reviewed our PBIS data. WCR was approaching 1300 referrals. There was a major concern regarding safety of student on campus. For the school year we have had over 70 referral for Physically aggressive behavior.	We are working to reduce our referrals for Physically Aggressive behavior by 30%.

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

PBIS Lessons will be explicitly taught to all students over the first three days of school. Booster lessons will be taught throughout the school year in our homeroom classes. Additional PBIS trainings will be offered to staff members.

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)

District Funded

Professional Development Opportunities

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

Second Step Lessons will be taught monthly in Homeroom classes. Teachers are provided a weekly schedule of what events/curriculum to cover. These lessons will be a Tier I strategy to promote the social and emotional well being of all students. New staff members will be trained in using program during the 1st semester. Administrators will monitor the monthly use of the Second Step program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

District Funded

Second Step Curriculum

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

A homeroom committee will be formed to get honest options and ideas from students about the overall climate on the Riles campus. Students will be selected by their homeroom teacher and/or administration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I
Incentives for being part of the committee like donuts, prizes, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

PBIS raffles & rallies

Strategy/Activity

We will be increasing prizes/incentives to raffle off and to earn using our Husky Bucks. Students will be able to earn a raffle ticket to participate in our raffle competitions. We will also host optional activities like basketball or table tennis that students can use to spend their Bucks to enter instead.

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 5

Students to be Served by this Strategy/Activity

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

Elementary Students

Strategy/Activity

We will be expanding our music program to every elementary school in the district in hopes to create a connection to school through music. There will be a concert at Riles each semester.

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)

65000

Source(s)

District Funded
Musical instruments

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Team Assist will provide two coaches to increase positive student interactions and facilitate positive play during unstructured time through semester 2.

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)

49484

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This goal was not met. The March 2023 panorama results showed that school belonging decreased by 1%.

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

We changed our PBIS lessons being taught for another additional day on the first week of school, both in the Fall and then Spring semester. Administration will also now be formally checking the use of Second Step curriculum.

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

While the goal is similar to the previous goal, we will be implementing more incentivized events for students to be part of. We are also starting a district wide music program.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 2

ELA:

Increase ELA achievement and close the gaps for all students with particular attention to subgroups demonstrating largest gaps: African American, Homeless, and Students with Disabilities

Identified Need

As a school, the dashboard showed a need to increase student achievement. All students were LOW being 30 points below standards with specifically Very Low for African American, Homeless, and Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Scores	After our first iReady Reading diagnostic in August 2023, 31% of students were on or above grade level.	By March 2024, we will see 34% of students being on or above grade level.
Dashboard Data	ELA: The dashboard showed all students were LOW being 30 points below standard. It showed very Low for African American students (107 pts below), Homeless (105 pts below), & students with disabilities (110 points below)	By August 2024, we will see all students increase by 30 points.
ELPAC Data	The dashboard showed English Learner Progress was high with 63% of students making progress towards proficiency.	We will see an increase of 5% of English Learner students showing progress on the summative ELPAC in February 2024.

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

We will be partnering with PCOE/SCOE (CCIL program) to plan for UDL professional development opportunities. These lessons will provide ideas on how to engage students in meaningful ways. We will have our MTSS team trained to implement UDL strategies. They will share strategies and success that they are using in their own classrooms at each monthly collaboration meeting.

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)

District Funded

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

We will offer additional supports for students before and after school through Husky Help where teachers will be available. We will also be partnering with American River College to provide an Educational Talent Search (ETS) program to provide tutoring and supports throughout the week on campus.

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)

30000

Title I

Husky Help

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

Provide incentives to promote growth through tracking data in iReady. The Academic Coordinator (AC) will work on data chats with students in English classes. The AC start with the students one grade level below on iReady by pulling them once a quarter to reflect on their iReady scores and provide them incentives/set goals to improve.

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)

500

Source(s)

Title I

Prizes and Paper for printing

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learner

Strategy/Activity

The Academic Coordinator will support our English Language Development teacher in using the new newcomer curriculum. She will support the transition to station rotations and will help monitor their progress. She will observe the classes quarterly.

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)

Title I

Academic Coordinator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English learner

Strategy/Activity

Each student receives ELD supports during both integrated time in their ELA period and their designated time in the ELD elective. The academic coordinator will run data chats during the ELD class period quarterly.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Not Met.

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

While the intended goal was to follow students in a specific Academic Lab intervention class, with the amount of schedule changes and enrollment changes, it was difficult to measure the data accurately.

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

This goal will now be focused on multiple metrics rather than just a single assessment. We will also make sure our Academic Coordinator is spending more time directly working with students, rather than solely creating a structured curriculum map for lessons.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 3

MATH:

Increase math achievement and close the gaps for all students with particular attention to subgroups demonstrating largest gaps: African Americans, Homeless, & Students With Disabilities.

Identified Need

The 2022 dashboard revealed that math is a high priority need for our school. As a school all students were Low being 68 points below standard. Our subgroups also were very Low for African Americans, Homeless, & Students With Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Scores	Students will take the iReady Diagnostic three times during the school year. Based on 22-23 Diagnostic #3, 30% of all students were on or above grade level. This year in August 2023, 16% of students were on or above grade level.	By March 2024, we hope to see a 4% increase to all students.
Dashboard	The dashboard results were LOW for all students and VERY LOW for African American students (149 pts below), Homeless students (129 pts below), & Students with Disabilities (50 points below)	By August 2024, students will increase by 50 points.

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 who are three grade levels below on the math iReady diagnostic (red)

Strategy/Activity

The iReady Diagnostic Assessment and curriculum have been purchased for the district. The Academic Coordinator will provide lesson plan blueprint for this Academic Lab which includes utilizing the iReady program. Based on grades and iReady results, students who have moved to the next iReady level will be exited from this support.

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)

114427.47

Source(s)

Title I
Academic Coordinator

District Funded
iReady subscription

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

We will offer additional supports for students before and after school through Husky Help where teachers will be available. We will also be partnering with American River College to provide an Educational Talent Search (ETS) program to provide tutoring and supports throughout the week on campus.

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)

30,000

Source(s)

Title I
Husky Help Hours

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

Since all students are below standards, math instructors will be offered professional developments through our CPM curriculum. Teachers will be asked to attend booster CPM lessons to support all students in the fall.

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)

District Funded
CPM Professional Developments

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

The Academic Coordinator will identify students in these math classes making growths and declines after the next iReady diagnostic. The Academic Coordinator will have face-to-face communication with the students in both of these situations to recognize them. Through data chats, students will be encouraged and rewarded through their growth. During Academic Labs, the academic coordinator will be able to run reports on their growth through the iReady lessons. She will hold data chats with students in math classes quarterly but focus on students in the academic labs. She will regularly monitor and encourage students in each subgroup specifically to identify their gaps and needs.

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 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Academic Coordinator will be tracking growth after each iReady Diagnostic assessment and providing data to administrators will provide incentives.

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)

500

Source(s)

Title I

Prizes & Copies for raffle tickets

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Not met.

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

Based on student needs and the data for current students, we need to start over with this goal. Students showed a large decline in math scores. We were also unable to provide the AVID strategies this year due to budget constraints at the beginning of the year.

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

We see the need to take a different direction based on data and staffing situations. We will address math achievement for all subgroups via more strategic yet personalized approaches.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 4

CHRONIC ABSENTEEISM:

Increase daily attendance for all students, with particular attention to 3 subgroups: African Americans, Homeless, and Students with Disabilities

Identified Need

The dashboard reported that all students were VERY HIGH in chronic absenteeism. 39% of students were chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard indicator	39% of students across ALL student groups were chronically absent. African Americans were 47%, Homeless were 44%, and Students with Disabilities were 48%.	Overall and in each sub increase increase attendance rates by 5% by August 2024

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

Use our PBIS reward opportunities to encourage students to attend school. Attending will provide more chances to be recognized by receiving husky bucks, which are used to enter in raffles, purchase items from our Husky store, or to enter reward 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)

15000

Source(s)

Title I

Incentives and rewards

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

Our Academic Coordinator will run data monthly on all students, identifying those in need of support, identify barriers, offer solution, incentives, etc. She will set schedule for consistent monthly data pulls that align with consistent reward system. Our PBIS team meetings will use this data to discuss more options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

Rewards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Punch card system

Strategy/Activity

Our Academic Coordinator will do weekly check ins with students who are chronically absent specifically our African American, Homeless, and Students with Disabilities subgroups. She will use a weekly or monthly punch card to track student success

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I

Rewards, Incentives

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This was not a goal in last years plan.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

Amount(s)	Source(s)
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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	\$321,911.47

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$246,911.47

Subtotal of additional federal funds included for this school: \$246,911.47

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

State or Local Programs	Allocation (\$)
District Funded	\$75,000.00



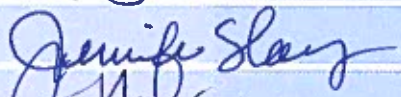
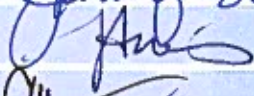

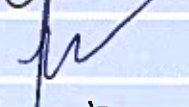
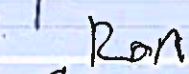
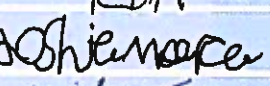
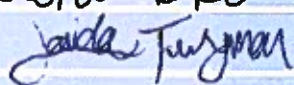
Subtotal of state or local funds included for this school: \$75,000.00

Total of federal, state, and/or local funds for this school: \$321,911.47

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

Name of Members	Role
Brett Homesley 	Principal
Larry Davenport 	Other School Staff
Jennifer Slay 	Other School Staff
Julie Andrews 	Classroom Teacher
Caryn Kennedy 	Classroom Teacher
LaToya Jenkins 	Parent or Community Member
Ron Moses 	Secondary Student
Joshua Moore 	Secondary Student
Jayda Twyman 	Secondary Student
Jocelynne Martin	Parent or Community Member

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


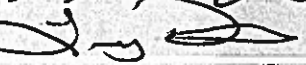

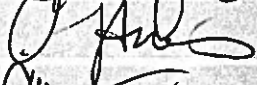
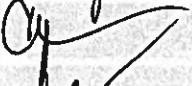
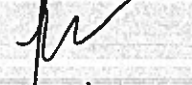
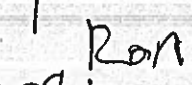
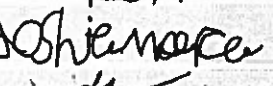
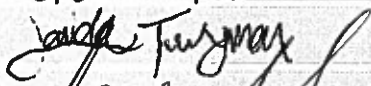

School Site Council Membership

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

Name of Members

Role

Brett Homesley		Principal
Larry Davenport		Other School Staff
Jennifer Slay		Other School Staff
Julie Andrews		Classroom Teacher
Caryn Kennedy		Classroom Teacher
LaToya Jenkins		Parent or Community Member
Ron Moses		Secondary Student
Joshua Moore		Secondary Student
AIDA Jayda Twyman		Secondary Student
Jocelynn Martin		Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 10/30/2023.

Attested:



Principal, Allison Kent on 10/30/2023

SSC Chairperson, Larry Davenport on 10/30/2023

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-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/guidanceuseinvestment.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/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019