

# 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
Rolling Hills Elementary School	37682966097208	11/08/2022	12/15/2022

## School Vision and Mission

### Mission

Rolling Hills is dedicated to reaching each student by building positive relationships, providing a rigorous and relevant education, and instilling the positive values and attitudes that are necessary for college and career readiness and lifelong success in a diverse and global society.

### Vision

Rolling Hills is a place where...

The learning community embraces a collaborative learning environment in which staff, students, families, and the community are actively included and involved.

The learning community creates and sustains a school built upon safety, sharing, mutual support, and respect.

The staff customizes learning to meet the individual needs of every student. Students are confident in their ability to achieve, actively engage in authentic learning, and exhibit positive enthusiasm for school.

Effective resources including funding, personnel, and the flexible use of time are sought and applied to maximize learning for all.

### Theory of Action:

If we promote meaningful relationships for each and every child while providing purposeful, differentiated and relevant tasks, then students will be engaged and achieve social emotional and academic balance resulting in growth and motivation for learning.

## School Profile

Built in 1978, Rolling Hills Elementary School celebrated its 40th anniversary of helping students learn and grow in our Rancho Penasquitos community in the 2019 school year. Currently our school educates 489 students in Transitional Kindergarten through fifth grade, including students with disabilities who receive services through inclusive programming designed to meet their unique needs. We also educate over 90 preschool students in our two full day regular preschool classes, two half-day state-funded preschool classes,

and one Special Day preschool class. This range of ages allows for unique opportunities on our campus for cross-age and cross-grade learning experiences.

Rolling Hills enjoys the support of an active school Foundation and many parent and community volunteers. The Foundation supports our school and community goals to provide resources that address the needs of the "whole child." In addition to providing resources for academic intervention, our Foundation provides funds for instruction in music, physical education, and technology, areas that we consider essential components to a well-rounded education. By providing a rich educational experience for all students with multiple pathways to access learning, we believe our students gain confidence in themselves, advocate for their learning, and understand the importance of being a lifelong learner.

Rolling Hills is a No Place for Hate school and is committed to providing programs that clearly define expectations in behavior for all community members and a shared understanding that we all have a role to play in combating bias and bullying as a means to stop the escalation of hate. We are building structures with community input to ensure our campus is a safe place for all and to embrace the cultures and diversity represented by our community.

Our community members often refer to Rolling Hills as a "hidden gem" in Poway; we are proud of the positive energy and joy in learning evident throughout our campus as we work together to meet and exceed our goals.

# 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

Rolling Hills understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget. Each year, Rolling Hills reviews assessments to help determine plans for the next school year. This information is used to establish our annual goals and determine programs and resources.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the district ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- attending Back to School night in the fall
- engaging as a member of our School Site Council
- engaging as a member of the Rolling Hills' Educational Foundation
- attending Parent events (e.g. meetings focusing on a variety of topics)
- attending English Language Advisory Committee meetings (parents of English Learner students)

Parents are made aware of these opportunities through weekly call-out/emails, site website, and classroom newsletters. Parents are made aware of school activities and events through social media (Instagram, Twitter, Facebook).

Fifth graders also complete the California Healthy Kids Survey (CHKS).

Staff is encouraged to participate in the district ThoughtExchange process and in the California Healthy Kids survey. Staff provide feedback and input through staff meetings, grade level team meetings, and advisory committee meetings. Site-based surveys are developed to provide data on specific site initiatives.

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.54%	2.4%	2.30%	11	10	10
Asian	9.01%	13.6%	12.67%	39	57	55
Filipino	4.62%	6.2%	4.38%	20	26	19
Hispanic/Latino	18.71%	18.6%	18.20%	81	78	79
Pacific Islander	0%	%	0.46%	0		2
White	48.96%	43.9%	45.16%	212	184	196
Multiple/No Response	10.62%	14.8%	16.82%	46	62	73
	<b>Total Enrollment</b>			433	419	434

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	86	74
Grade 1	76	69	76
Grade 2	72	73	73
Grade 3	75	66	75
Grade 4	58	66	67
Grade 5	54	59	69
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	433	419	434

### Conclusions based on this data:

1. Enrollment has increased in 2021-2022, especially in grades 1, 3 and 5.

2. Our diverse population has remained relatively stable the past three years.
3. We anticipate significant growth in 2023-2024, as new housing developments will be completed in Rolling Hills' boundaries, generating new enrollment for our school.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	70	56	51	16.8%	12.9%	12.20%
Fluent English Proficient (FEP)	35	42	38	8.4%	9.7%	9.10%
Reclassified Fluent English Proficient (RFEP)	10	17	9	11.5%	24.3%	16.10%

### Conclusions based on this data:

1. English Learner population has decreased over the past three years.
2. The percentage of students classified as Fluent English Proficient (FEP) has remained at 9% during the 2020-2021 school year.
3. The number of Reclassified Fluent English Proficient students has decreased during the 2020-2021 school year from 17 students to 9 students.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72			72			72			100.0		
Grade 4	72			70			70			97.2		
Grade 5	69			69			69			100.0		
Grade 11												
All Grades	213			211			211			99.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2508.			63.89			19.44			6.94			9.72		
Grade 4	2525.			50.00			30.00			11.43			8.57		
Grade 5	2546.			37.68			30.43			18.84			13.04		
Grade 11															
All Grades	N/A	N/A	N/A	50.71			26.54			12.32			10.43		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.61			47.22			4.17		
Grade 4	41.43			52.86			5.71		
Grade 5	34.78			53.62			11.59		
Grade 11									
All Grades	41.71			51.18			7.11		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.83			45.83			8.33		
Grade 4	40.00			54.29			5.71		
Grade 5	37.68			46.38			15.94		
Grade 11									
All Grades	41.23			48.82			9.95		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00			69.44			5.56		
Grade 4	25.71			61.43			12.86		
Grade 5	18.84			73.91			7.25		
Grade 11									
All Grades	23.22			68.25			8.53		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.00			41.67			8.33		
Grade 4	25.71			68.57			5.71		
Grade 5	26.09			63.77			10.14		
Grade 11									
All Grades	34.12			57.82			8.06		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	277	149	53.8	286	192	67.1
African-American	3	*	*	3	*	*
Asian	29	15	51.7	32	19	59.4
Caucasian						



Filipino	13	5	38.5	13	10	76.9
Hispanic	47	18	38.3	48	26	54.2
Other	60	34	56.7	63	41	65.1
English Learners	25	1	4	26	4	15.4
Students with Disabilities	39	7	17.9	44	10	22.7
Socioeconomically Disadvantaged	51	19	37.3	52	27	51.9
Foster Youth						
Homeless Youth	2	*	*	2	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	67	32	47.8	71	49	69
African-American						
Asian	8	*	*	10	*	*
Caucasian	33	15	45.5	34	26	76.5
Filipino	4	*	*	4	*	*
Hispanic	8	*	*	8	*	*
Other	14	8	57.1	15	10	66.7
English Learners	4	*	*	5	*	*
Students with Disabilities	7	*	*	9	*	*
Socioeconomically Disadvantaged	11	5	45.5	11	7	63.6
Foster Youth						
Homeless Youth						
<b>Grade 3</b>						
All Students	73	42	57.5	72	53	73.6
African-American						
Asian	11	6	54.5	11	6	54.5
Caucasian	28	17	60.7	28	24	85.7
Filipino	2	*	*	2	*	*
Hispanic	17	9	52.9	16	11	68.8
Other	15	8	53.3	15	10	66.7
English Learners	6	*	*	6	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	10	*	*	10	*	*
Socioeconomically Disadvantaged	17	5	29.4	16	10	62.5
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 4</b>						
All Students	68	35	51.5	72	48	66.7
African-American	2	*	*	2	*	*
Asian	3	*	*	4	*	*
Caucasian	28	20	71.4	29	22	75.9
Filipino	6	*	*	6	*	*
Hispanic	15	4	26.7	16	9	56.3
Other	14	8	57.1	15	10	66.7
English Learners	8	*	*	8	*	*
Students with Disabilities	14	3	21.4	16	4	25
Socioeconomically Disadvantaged	9	*	*	10	*	*
Foster Youth						
Homeless Youth						
<b>Grade 5</b>						
All Students	69	40	58	71	42	59.2
African-American	1	*	*	1	*	*
Asian	7	*	*	7	*	*
Caucasian	36	23	63.9	36	22	61.1
Filipino	1	*	*	1	*	*
Hispanic	7	*	*	8	*	*
Other	17	10	58.8	18	11	61.1
English Learners	7	*	*	7	*	*
Students with Disabilities	8	*	*	9	*	*
Socioeconomically Disadvantaged	14	6	42.9	15	7	46.7
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	36	27.78	13.89	19.44	38.89
African-American	2	0	0	100	0
Asian	5	80	0	0	20
Caucasian	13	0	15.38	7.69	76.92
Filipino	2	50	0	0	50
Hispanic	4	50	0	25	25
Other	10	30	30	30	10
English Learners	5	80	20	0	0
Students with Disabilities	13	69.23	15.38	0	15.38
Socioeconomically Disadvantaged	7	28.57	28.57	14.29	28.57
Foster Youth					
Homeless Youth					

Datasource – CALPADS and Synergy

**Conclusions based on this data:**

1. The number of students meeting or exceeding standards in grades 3, 4,5 decreased from Spring 2019 to Spring 2021 in the area of ELA on the CAASPP from 59% to 51%.
2. The number of students meeting or exceeding standards in grade 3 increased from spring 2019 to spring 2021 in the area of ELA on the CAASPP from 65% to 83%.
3. 41.71% of all students in grades 3,4,5 exceeded standards in the area of ELA on spring 2021 CAASPP testing.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72			72			72			100.0		
Grade 4	72			71			71			98.6		
Grade 5	69			69			69			100.0		
Grade 11												
All Grades	213			212			212			99.5		

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2499.			54.17			26.39			15.28			4.17		
Grade 4	2542.			46.48			33.80			12.68			7.04		
Grade 5	2570.			47.83			20.29			20.29			11.59		
Grade 11															
All Grades	N/A	N/A	N/A	49.53			26.89			16.04			7.55		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.39			41.67			6.94		
Grade 4	52.11			36.62			11.27		
Grade 5	49.28			40.58			10.14		
Grade 11									
All Grades	50.94			39.62			9.43		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59.72			33.33			6.94		
Grade 4	43.66			52.11			4.23		
Grade 5	44.93			40.58			14.49		
Grade 11									
All Grades	49.53			41.98			8.49		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.00			47.22			2.78		
Grade 4	49.30			42.25			8.45		
Grade 5	34.78			56.52			8.70		
Grade 11									
All Grades	44.81			48.58			6.60		

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	280	119	42.5	287	169	58.9
African-American	4	*	*	4	*	*
Asian	30	13	43.3	32	20	62.5
Caucasian	125	62	49.6			
Filipino	13	3	23.1	13	8	61.5
Hispanic	48	11	22.9	49	21	42.9
Other	60	29	48.3	63	35	55.6
English Learners	27	2	7.4	27	4	14.8
Students with Disabilities	42	8	19	46	13	28.3
Socioeconomically Disadvantaged	53	14	26.4	53	19	35.8
Foster Youth						
Homeless Youth	2	*	*	2	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	70	34	48.6	72	49	68.1
African-American	1	*	*	1	*	*
Asian	9	*	*	10	*	*
Caucasian	33	17	51.5	33	24	72.7
Filipino	4	*	*	4	*	*
Hispanic	9	*	*	9	*	*
Other	14	9	64.3	15	9	60
English Learners	6	*	*	6	*	*
Students with Disabilities	10	*	*	11	5	45.5
Socioeconomically Disadvantaged	13	4	30.8	12	6	50
Foster Youth						
Homeless Youth						
<b>Grade 3</b>						
All Students	73	30	41.1	72	49	68.1
African-American						
Asian	11	4	36.4	11	7	63.6
Caucasian	28	13	46.4	28	21	75
Filipino	2	*	*	2	*	*
Hispanic	17	6	35.3	16	10	62.5
Other	15	6	40	15	9	60
English Learners	6	*	*	6	*	*
Students with Disabilities	10	*	*	10	*	*
Socioeconomically Disadvantaged	17	3	17.6	16	8	50
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 4</b>						
All Students	68	22	32.4	72	34	47.2
African-American	2	*	*	2	*	*
Asian	3	*	*	4	*	*

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	28	12	42.9	29	17	58.6
Filipino	6	*	*	6	*	*
Hispanic	15	3	20	16	4	25
Other	14	5	35.7	15	8	53.3
English Learners	8	*	*	8	*	*
Students with Disabilities	14	3	21.4	16	4	25
Socioeconomically Disadvantaged	9	*	*	10	*	*
Foster Youth						
Homeless Youth						
<b>Grade 5</b>						
All Students	69	33	47.8	71	37	52.1
African-American	1	*	*	1	*	*
Asian	7	*	*	7	*	*
Caucasian	36	20	55.6	36	21	58.3
Filipino	1	*	*	1	*	*
Hispanic	7	*	*	8	*	*
Other	17	9	52.9	18	9	50
English Learners	7	*	*	7	*	*
Students with Disabilities	8	*	*	9	*	*
Socioeconomically Disadvantaged	14	5	35.7	15	4	26.7
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	108	14.81	31.48	12.04	41.67
African-American	2	0	50	0	50
Asian	15	26.67	20	0	53.33
Caucasian	41	2.44	29.27	9.76	58.54
Filipino	4	0	50	50	0

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	21	23.81	28.57	28.57	19.05
Other	25	24	40	4	32
English Learners	10	50	50	0	0
Students with Disabilities	22	40.91	31.82	4.55	22.73
Socioeconomically Disadvantaged	23	26.09	39.13	8.7	26.09
Foster Youth					
Homeless Youth	1	0	100	0	0

**Conclusions based on this data:**

1. 76.42% of all students Met or Exceeded Standard for Math on the Spring 2022 CAASPP, increasing from 58.73% from Spring 2019 CAASPP.
2. Based on the spring iReady assessment in Math, 2nd -5th graders that Met or exceeded standards increased from 51.5% to 58.9%.
3. English Learners reclassified to Fluent English Proficient Met or Exceeded Standard for Math at 78.42%.



# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1469.5	*	1459.4	1476.4	*	1446.1	1453.5	*	1490.0	17	9	13
<b>1</b>	1509.5	1480.0	*	1491.8	1481.5	*	1526.9	1478.3	*	13	11	6
<b>2</b>	1548.3	1552.1	*	1540.8	1559.8	*	1555.2	1543.9	*	13	12	8
<b>3</b>	*	1503.1	*	*	1496.1	*	*	1509.9	*	6	14	6
<b>4</b>	*	*	1523.1	*	*	1530.6	*	*	1514.9	*	7	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	6	6
<b>All Grades</b>										55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	47.06	*	30.77	41.18	*	38.46	11.76	*	30.77	0.00	*	0.00	17	*	13
<b>1</b>	61.54	18.18	*	30.77	54.55	*	7.69	18.18	*	0.00	9.09	*	13	11	*
<b>2</b>	53.85	50.00	*	38.46	41.67	*	7.69	0.00	*	0.00	8.33	*	13	12	*
<b>3</b>	*	50.00	*	*	21.43	*	*	7.14	*	*	21.43	*	*	14	*
<b>4</b>	*	*	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.91	37.29	32.00	36.36	40.68	42.00	10.91	10.17	16.00	1.82	11.86	10.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	47.06	*	15.38	47.06	*	53.85	5.88	*	30.77	0.00	*	0.00	17	*	13
<b>1</b>	53.85	54.55	*	30.77	9.09	*	7.69	36.36	*	7.69	0.00	*	13	11	*
<b>2</b>	69.23	83.33	*	30.77	8.33	*	0.00	0.00	*	0.00	8.33	*	13	12	*
<b>3</b>	*	57.14	*	*	21.43	*	*	0.00	*	*	21.43	*	*	14	*
<b>4</b>	*	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	54.55	57.63	52.00	36.36	22.03	26.00	5.45	10.17	14.00	3.64	10.17	8.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	23.53	*	30.77	52.94	*	30.77	17.65	*	30.77	5.88	*	7.69	17	*	13
<b>1</b>	38.46	0.00	*	53.85	81.82	*	7.69	9.09	*	0.00	9.09	*	13	11	*
<b>2</b>	30.77	33.33	*	53.85	41.67	*	15.38	16.67	*	0.00	8.33	*	13	12	*
<b>3</b>	*	42.86	*	*	28.57	*	*	7.14	*	*	21.43	*	*	14	*
<b>4</b>	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	25.45	25.42	22.00	47.27	37.29	34.00	23.64	25.42	28.00	3.64	11.86	16.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	52.94	*	53.85	47.06	*	46.15	0.00	*	0.00	17	*	13
<b>1</b>	76.92	45.45	*	15.38	54.55	*	7.69	0.00	*	13	11	*
<b>2</b>	76.92	75.00	*	23.08	16.67	*	0.00	8.33	*	13	12	*
<b>3</b>	*	50.00	*	*	14.29	*	*	35.71	*	*	14	*
<b>4</b>	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	61.82	50.85	50.00	34.55	35.59	40.00	3.64	13.56	10.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	29.41	*	15.38	70.59	*	76.92	0.00	*	7.69	17	*	13
<b>1</b>	23.08	45.45	*	76.92	45.45	*	0.00	9.09	*	13	11	*
<b>2</b>	61.54	66.67	*	38.46	25.00	*	0.00	8.33	*	13	12	*
<b>3</b>	*	71.43	*	*	7.14	*	*	21.43	*	*	14	*
<b>4</b>	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	43.64	59.32	54.00	54.55	27.12	38.00	1.82	13.56	8.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	11.76	*	30.77	88.24	*	69.23	0.00	*	0.00	17	*	13
<b>1</b>	84.62	36.36	*	15.38	54.55	*	0.00	9.09	*	13	11	*
<b>2</b>	46.15	58.33	*	53.85	33.33	*	0.00	8.33	*	13	12	*
<b>3</b>	*	35.71	*	*	50.00	*	*	14.29	*	*	14	*
<b>4</b>	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	38.18	32.20	18.00	56.36	55.93	68.00	5.45	11.86	14.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	76.47	*	61.54	17.65	*	30.77	5.88	*	7.69	17	*	13
<b>1</b>	23.08	18.18	*	76.92	72.73	*	0.00	9.09	*	13	11	*
<b>2</b>	23.08	33.33	*	76.92	58.33	*	0.00	8.33	*	13	12	*
<b>3</b>	*	57.14	*	*	21.43	*	*	21.43	*	*	14	*
<b>4</b>	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	38.18	35.59	42.00	58.18	52.54	46.00	3.64	11.86	12.00	55	59	50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

## Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. iReady, Lexia, criterion referenced assessments, and Core Reading diagnostics.

**Conclusions based on this data:**

1. All students who are English Learners are showing positive growth in their language development.

2. Analysis of preliminary ELPAC data from the Student Report Center for 2021-2022 shows that for all grades the majority of students tested are in Performance Level 3 or 4.
3. Analysis of preliminary ELPAC data shows that the domain with highest percentage of students testing as well developed was the Oral Domain.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
<b>African American</b>	14	10	11	1	3	5	7.14	30	45.45
<b>American Indian or Alaskan</b>		1			0			0	
<b>Asian</b>	44	61	58	1	2	7	2.27	3.28	12.07
<b>Filipino</b>	25	26	25	3	0	4	12	0	16
<b>Hispanic or Latino</b>	86	83	82	4	9	21	4.65	10.84	25.61
<b>Did not Report</b>									
<b>Pacific Islander</b>		2	2		0	*		0	*
<b>Two or More Races</b>	59	67	80	1	2	22	1.69	2.99	27.5
<b>White</b>	230	195	199	8	6	21	3.48	3.08	10.55
<b>Male</b>									
<b>Female</b>									
<b>English Learners</b>	54	61	52	5	8	11	9.26	13.11	21.15
<b>Students with Disabilities</b>		63			5			7.94	
<b>Socioeconomically</b>		73	66		11	23		15.07	34.85
<b>Total</b>	463	445	457	20	22	80	4.32	4.94	17.51

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. The overall absenteeism rate for Rolling Hills has significantly increased across all groups.
2. Overall the rate of chronic absences has increased from 4.94 to 17.51.

# Student Performance Data

## Suspension Data

	*2019-20	2020-21	2021-22
<b>Suspensions Rate</b>	0.0	0.45	0

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Suspensions continue to be low at RHES. Intervention programs, in-school remediation options, and restorative practices positively impact overall discipline and behavior.
2. Students at Rolling Hills are working hard to follow rules. Pumas work hard and are kind.

# Student Performance Data

## Graduation Rate

	*2019-20	2020-21	2021-22
<b>Graduation Rate</b>			

\* Preliminary Data

### Conclusions based on this data:

1. Does not apply to Rolling Hills Elementary, as our students promote to middle school.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

Based upon the Spring of 2023 California Assessment of Student Performance and Progress report, 80% of students in grades 3rd-5th will score at "Standard Met" or Standard Exceeded" in the overall area of Math.

## Identified Need

This need was identified by analysis of Rolling Hill's data from the Math portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learners, EDY, Students with Disabilities

## Alternative Metrics

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 41.30%

EL: 22.22%

EDY: 25.71%

Special Education: 25.0%

Hispanic: 21.05%

African American: 37.50%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data reported from the Math portion of the 2022 CAASPP	Data from the Spring 2022 CAASPP Math test shows 76.42% of all RHES students are currently performing at grade level.  Currently 21.5 % of all students in grades K-5 are meeting or exceeding benchmarks for math as measured by iReady.	By the end of the 2022-2023 school year, 80% of RHES students in grades 3-5 will be performing at or above grade level as measured by spring CAASPP.
<b>English Learner</b> Data from the Math portion of the 2022 CAASPP	Data from the Spring 2022 CAASPP Math test shows 59.09% of ELL students are at or above grade-level.	By the end of the 2022-2023 school year, 65% of RHES students designated as English Learners in grades 3-5 will be performing at or above grade level as measured by the Spring CAASPP.
<b>EDY/Title I</b> Data from the Math portion of the 2022 CAASPP.	Data from the Spring 2022 CAASPP Math test show that 50% of all EDY students are at or above grade level.	By the end of the 2022-2023 school year, 55% of RHES students designated as EDY in grades 3-5 will be performing at or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		above grade level as measured by the Spring CAASPP.
<b>Student with Disabilities</b> Data from the Math portion of the 2022 CAASPP.	Data from the math portion of the 2022 CAASPP Math test shows that 51.13% of Students with Disabilities are at or above grade level.	By the end of the 2022-2023 school year, 55% of RHES students designated as Students with Disabilities in grades 3-5 will be performing at or above grade level as measured by the Spring CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students who are not meeting benchmarks in the area of Math (grades TK-5).

### Strategy/Activity

Small group instruction and reteaching is provided by classroom teachers to support skill development. Groups will be flexible, and data monitored on an on-going basis. Classroom teachers provide lessons that include rich math tasks, math talk, and math centers. Research-based programs used for intervention instruction (Math Central, Math Expressions, iReady). Students also access various free online programs (e.g. Khan Academy) to support math skills. Site credentialed teachers will work additional hours and/or impact teachers will plan targeted lessons for EL/EDY students and meet with selected small groups.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1900

#### Source(s)

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries  
Increase SSA hours.

English Learners

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

All students will complete 40 minutes of math iReady per week to increase math skills and reinforce concepts learned in class. Teachers and administration will monitor lesson time on task on a weekly basis.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

76.43% of students in grades 3,4,5 met or exceeded standards as measured on the 2022 CAASPP in math.

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 will continue to implement strategies and training for the 2022-2023 school year as permitted by state and local health and safety guidance.

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.

RHES teachers will continue to participate in professional trainings focused on rigorous math tasks, math talk, student collaboration and problem-solving. Focus will continue on rigorous math tasks, math talk, and problem-solving skills. Grade level team collaboration to provide intervention, small group instruction through supplemental materials and supports. Focus on the implementation of strategies/activities.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

Based upon the Spring 2023 California Assessment of Student Performance and Progress report, 85% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts.

### Identified Need

This need was identified by analysis of Rolling Hill's data from the English Language Arts portion of the 2021-2022 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learners, EDY, Students with Disabilities.

### Alternative Metrics

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades 2-5) 58.57%  
 EL: 29.73%  
 EDY: 35.71%  
 Special Education: 23.53%  
 Hispanic: 44.90%  
 African American: 75.0%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data reported from the ELA portion of the 2022 CAASPP.	Data from the Spring 2022 CAASPP ELA test shows 77.25% of all RHES students are at or above grade-level.	By the end of the 2022-2023 school year, 85% of RHES students in grades 3-5 will be performing at or above grade level as measured by the Spring CAASPP.
<b>English Learner</b> Data reported from the ELA portion of the 2022 CAASPP.	Data from the Spring 2022 CAASPP ELA test shows 42.85% of ELL Students are at or above grade-level.	By the end of the 2022-2023 school year, 50% of RHES students in grades 3-5 will be performing at or above grade level as measured by the Spring CAASPP.
<b>EDY/Title I</b> Data reported from the ELA portion of the 2022 CAASPP.	Data from the Spring 2022 CAASPP ELA test shows 42.23% of EDY Students are at or above grade-level.	By the end of the 2022-2023 school year, 50% of RHES students designated as students designated as EDY in grades 3-5 will be performing at or above grade-level as measured by the Spring CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data reported from the ELA portion of the 2022 CAASPP.	Data from the Spring 2022 CAASPP ELA test shows 43.76% of Students with Disabilities are at or above grade-level.	By the end of the 2022-2023 school year, 50% of RHES students designated as students with disabilities in grades 3-5 will be performing at or above grade-level as measured by the Spring CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Students not currently meeting grade level standards as determined by the Fall iReady reading diagnostic assessment, Lexia levels, ELPAC scores for grades 2-5.

PUSD CORE assessments for students in grades TK-5.

### Strategy/Activity

Classroom teachers in grades K-5 utilize the Poway Unified adopted standards-based Benchmark Advanced resources. They administer Benchmark assessments to measure mastery in specific reading skills and the results are used to determine instruction. Teachers regularly work in small groups with targeted students on specific English Language Arts skills. Groups will be flexible, and data monitored on an on-going basis. Research-based programs are used for intervention instruction (Benchmark-Steps to Advance, Barton, SIPPS, etc.). Site credentialed teachers will work additional hours and/or impact teachers will plan targeted lessons for EL/EDY students and meet with selected small groups. Impact teachers work with targeted students using research based programs (SIPPS, Barton, etc.). Students participate in IMPACT groups, Lexia, and iReady.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	English Learners Research Based Materials
6000	English Learners 1000-1999: Certificated Personnel Salaries Planning and implementation of targeted lessons
5000	Foundation 1000-1999: Certificated Personnel Salaries Impact hours

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners and EDY Students not meeting benchmarks on the ELA portion of CAASPP or the reading portion or iReady/Lexia in grades TK-5,

### Strategy/Activity

Imagine Learning is an online personalized learning program designed to meet the literacy needs of students who are English Learners and or Educationally Disadvantaged Youth. Students access the program 4 days per week for 20 minutes per day. PUSD is providing access to this program for all students who are English Learners in grades 3-5.

Classroom teachers and ELD coordinator will provide small group instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	English Learners 2000-2999: Classified Personnel Salaries Childcare
200	English Learners 2000-2999: Classified Personnel Salaries English Learner Instructional Assistant
224	English Learners 5000-5999: Services And Other Operating Expenditures Conferences/Training

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students below grade level with literacy skills.

### Strategy/Activity

All students will complete 40 minutes of ELA iReady per week to increase math skills and reinforce concepts learned in class. Teachers and administration will monitor lesson time on task on a weekly basis. Students in TK-1 Lexia Teachers and administration will monitor lesson time on task on a weekly basis.

Classroom teachers in grades TK-2 to support the development of vocabulary, recognition, fluency, comprehension, and phonemic awareness.

Teachers in grades 3-5 facilitate book groups/literacy circles to build literacy skills, comprehension, inferential thinking, and analysis of text.

### 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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# Annual Review

## SPSA Year Reviewed: 2021-22

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.

Spring 2022 CAASPP testing in the area of ELA showed 77.25% of all students in grades 3,4,5 meeting or exceeding standards.

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

Small group instruction offers differentiated instruction for students performing below grade level and is provided by classroom teachers. Additional small group support is provided by the Impact Aide and has a significant impact on student performance in ELA.

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.

iReady assessment data and Lexia will be used to monitor students' performance in the area of English Language Arts and will include specific strands of English Language Arts for grade level focus. We will continue to use CAASPP testing as the basis for our ELA goal.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

By June 2023, students will show an increase in their perception under personal safety, ability to manage conflict on the playground and overall feeling of belonging on campus.

## Identified Need

Many students are exhibiting social emotional needs, symptoms of trauma. and difficulty regulating.

## Alternative Metrics

School-wide discipline and attendance data will be reviewed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from office referrals, Teacher data, empathy surveys.	Based on teacher input and classroom observations.	By June of 2023, Rolling Hills will be able to increase social emotional awareness and decrease Behavior notices and discipline notices.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students in grades TK-5 will be provided the necessary structures and supports to facilitate positive behavioral student outcomes.

### Strategy/Activity

School-wide commitments include the following: Development of a more consistent and comprehensive approach to school-wide positive discipline through common language and shared expectations.



- Principal visibility and leadership voice around positive relationships on campus. Second Step Lessons in all classrooms.
- Second Step Bullying Prevention lessons in all classrooms.
- Positive Behavior Intervention and Support (PBIS) team will meet regularly to assist with the development and implementation of a site-based PBIS plan.
- All staff will participate in professional learning around positive behavior supports.
- All staff and students will learn, practice, and use positive behavior responses in all campus situations.
- Sanford Harmony
- Weekly Message from "Project Wisdom" shared via video will highlight positive behavior, anti-bullying, anti-bias, and diversity.
- Daily Mindful Moment reflection to help set a positive tone at the start of each school day
- School-wide expectations poster displayed throughout campus and reinforced consistently
- Counselor and Student Support Assistant will implement Second Step and other bully prevention curriculum in all classrooms
- Thrively online SEL program available to all students
- Site based student survey administered in fall and spring to all grade levels to collect data on school topics
- Strategies taught for Whole Body Listening, Self-regulation, and Expected/ Unexpected Behaviors. Social Thinking/ Social Language strategies implemented in all classrooms.
- Student trained for "Peace Patrol" to model good character and help resolve peer conflict on the playground during recess.
- Build community through monthly Friday Flag school-wide assemblies with focus on the 6 Pillars of Character.
- Trauma Informed Practices Training for all staff.
- Increase SSA hours for recess groups.
- Common expectations among grade levels.

**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)
1900	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Increase SSA hours for recess groups.
0	English Learners
	Unrestricted 0000: Unrestricted

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

**ANALYSIS**

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

The site will continue with this goal and the PBIS implementation in the 2022-2023 school year.

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

Second Step and Second Step Bullying lessons, strengthened school-wide behavioral expectations (PBIS work), and school-wide No Place for Hate activities.

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

Goal will be continued in the 2022-2023 school year in connection with PBIS.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Rolling Hills students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism and prejudice at our school. We will develop and implement practices to value the diversity that exists among our students, staff, families, and community members as integral to our District vision of creating culture and conditions to empower world-class learners.

### Identified Need

Rolling Hills recognizes the need to involve all community members - parents, students, staff - in exploring current practices and strategies to determine disparities and inequities. Work will include professional development for staff in the areas of cultural proficiency and anti-bias training in order to ensure a safe, positive school culture and environment for all members of our school community.

### Alternative Metrics

We have created a VP of Inclusion and Equity on our Foundation. We also are in year two of an Equity Committee involving staff members, district and San Diego County of Education members.

We are in the 2nd year for a No Place for Hate committee involving Rolling Hills' staff members, students, and parents to develop a plan to address area of identified need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Students will engage in school-wide activities that will promote anti-bullying and inclusion of all students.	Empathy survey for students in 3rd-5th for baseline data Evidence of completion of No Place for Hate Activities Professional learning for staff	Site survey for students administered in Spring 2022 will show a higher percentage of students feel safe at school and fewer students experience bullying behavior. Evidence of completion and participation in three No Place for Hate activities. Expected outcome will be fewer suspensions and discipline events as well as improved students attendance.
<b>English Learner</b>		
<b>EDY/Title I</b>		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students TK through Grade Five will benefit from equity strategies to include No Place for Hate (year 3). Rolling Hills will utilize a site based equity team, and will engage in professional learning with partners at SDCOE.

### Strategy/Activity

Third year participation in No Place for Hate (NP4H) program. Committee of community members, staff, and students has been formed and will plan activities and lessons to support the NP4H message.

Students and staff will sign the NP4H pledge.

Weekly Words of Wisdom Message recorded and posted by principal will be selected to reflect inclusion, diversity, cultural awareness, etc.

Librarian showcase/display books representing different cultures each month.

List of books available in our library that reflect inclusion, diversity, cultural awareness, etc. compiled by site librarian and shared with community.

List of books available in our library in non-English languages that are represented on our campus.

Provide "play away" audio books for students to hear as they read print material.

Thrively (online program) lessons connected to cultural awareness, diversity, inclusion, etc.

Counselor and Student Support Assistant will implement Second Step and other bully prevention curriculum in all classrooms.

Peace Patrol-4th graders assist younger students with problem solving skills, conflict resolution, and communication skills on the playground.

Clean Team-Grade 5 students will show leadership in supporting our school being clean and tidy.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Educationally Disadvantaged Youth 4000-4999: Books And Supplies SIPPS

0	English Learners 4000-4999: Books And Supplies Selected books
560	Educationally Disadvantaged Youth 5000-5999: Services and Other Operating Expenditures
0	District Funded 4000-4999: Books And Supplies Materials and supplies to support NP4H activities and events

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students in TK-5 will engage in No Place for Hate Activities and lessons in the classroom.

### Strategy/Activity

Anti-Bias curriculum implemented in every classroom. Books available in our library that reflect inclusion, diversity, cultural awareness, etc. compiled by site librarian and shared with community.  
List of books available in our library in non-English languages that are represented on our campus. Audio books available in a variety of genres and topics. 2nd Step books are on display in the library.

### 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)

0	None Specified No Additional Budgeted Expenditures
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## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

Rolling Hills has an Equity Team. Focus Areas: Belonging, Inclusion, and equity.

### Strategy/Activity

Continue to deepen awareness for diversity, inclusion, and belonging. Rolling Hills will implement school-wide strategies developed by the equity team and participate in professional learning with San Diego County Office of Education.

### 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: 2021-22

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.

Rolling Hills staff and community worked on providing equity and inclusivity through improved communication education, and professional development. Cultural proficiency and anti-bias training was provided for staff. We successfully met designation criteria as a No Place for Hate School for the 2021-2022 school year.

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

Rolling Hills staff and community worked on providing equity and inclusivity through improved communication education, and professional development. Cultural proficiency and anti-bias training was provided for staff. We successfully met designation criteria as a No Place for Hate School for the 2021-2022 school 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.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 5: Chronic Absenteeism

By June 2023, based on work with our social and emotional well-being students as well as our equity work we will see a decrease in absenteeism.

## Identified Need

We have a high percentage of students who are chronically absent in significant, various student groups: By increasing their school attendance, we will decrease the chronic absenteeism percentage of All Students.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Based upon 2021-2022 school-wide attendance data, we saw an increase in chronic absenteeism for the entire school.	Based upon 2021-2022 school-wide attendance data, we saw an increase in chronic absenteeism for the entire school to 17.51 % for the entire school.	By June 2022, we will see a decrease in our absenteeism by 2%.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## 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

Staff will engage in Trauma Informed Practices training by SDCOE. Staff will gain understanding of the meaning of trauma, learn how trauma can manifest itself in student behaviors, and gain strategies to

proactively and "in the moment" implement in the classroom to address students' behaviors associated with trauma and positively impact students' school experience.

### 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)
0	Educationally Disadvantaged Youth None Specified
	English Learners

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

To support the learning of the "whole child," 100% of Rolling Hills' students (TK-5) will engage in PE and Music learning experiences. Recognizing the importance of Science, Music, Art, Technology, and Health in the enrichment and growth of our students, Rolling Hills strives to provide opportunities in ensuring student access.

\*Note-Due to Covid-19 restrictions, some of the programs and activities listed above are being modified or temporarily suspended per direction from the CA Department of Health.

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

The implementation and funding is successful with Maestro Music. Physical Education is contingent upon qualified staffing.

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.



# 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	\$21,084.00

## Other Federal, State, and Local Funds

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

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

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$7,360.00
English Learners	\$8,724.00
Foundation	\$5,000.00
None Specified	\$0.00
Unrestricted	\$0.00

Subtotal of state or local funds included for this school: \$21,084.00

Total of federal, state, and/or local funds for this school: \$21,084.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

### Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Educationally Disadvantaged Youth	7,360.00
English Learners	8,724.00
Foundation	5,000.00
None Specified	0.00
Unrestricted	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
	2000.00
1000-1999: Certificated Personnel Salaries	11,000.00
2000-2999: Classified Personnel Salaries	4,300.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	784.00
None Specified	0.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
4000-4999: Books And Supplies	District Funded	0.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	3,800.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	3,000.00

5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	560.00
	English Learners	2000.00
1000-1999: Certificated Personnel Salaries	English Learners	6,000.00
2000-2999: Classified Personnel Salaries	English Learners	500.00
4000-4999: Books And Supplies	English Learners	0.00
5000-5999: Services And Other Operating Expenditures	English Learners	224.00
1000-1999: Certificated Personnel Salaries	Foundation	5,000.00
	None Specified	0.00
0000: Unrestricted	Unrestricted	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,900.00
Goal 2	13,724.00
Goal 3	1,900.00
Goal 4	3,560.00
Goal 5	0.00

# School Site Council Membership

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

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

# Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019