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
Warren H. Frisbie Middle School	36-67850-6059448	May 31, 2022	June 8, 2022

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP) and the district's Strategic Plan.

Frisbie Middle School conducted a comprehensive needs assessment to develop goals and strategies/activities based on the analysis of data. Our school's Strategics Team reviews our school's progress towards achieving the established goals, with input from our School Site Council (SSC), parent advisory councils, staff, and students, and technical assistance from district

leadership. https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=143601&SectionId=2476520

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Comprehensive Needs Assessment Components

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

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

Frisbie Middle School returned to in-person instruction for the 2021-22 school year with required safety protocols in place due to the COVID-19 Pandemic. Frisbie Middle School will continue in-person instruction for the 2022-23 school year.

Data from the Spring 2021 Parent Survey indicated that in regards to preparing for return to school in person, 24% of parents felt prepared, in comparison to the 21% district average of parents who felt prepared. 45% of parents prefer text messaging over other means of communication such as phone, email, app, or website communication. For Student Academic Needs, 55% of parents believed their child will need extra academic support when returning to school in the fall. 47% of parents surveyed indicated Mathematics to be the subject that their child will need the most extra academic support in. 24% of parents believe English Language Arts will be the second subject that their child will need the most extra academic support in.

Parents of English Learners were surveyed in Fall 2020 via the EL Parent Needs Assessment which indicated that 96% of parents understand the programs and services available for their English Learner student. 100% of parents understand how they can be involved in the education of their child to assist in achieving at high levels in Mathematics, English Language Arts, Science, and Social Studies. 45% of those surveyed indicated they would be interested in attending parent workshops on how to monitor the academic progress of their child. Tied at 33%, there were 3 types of parent workshops that parents would be interested in attending: (1) understanding grade level standards and what their child is expected to learn at each grade level; (2) A-G graduation requirements; and (3) use of technology to support their child's academic achievement.

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

During the 2022-23 school year, site administrators will conduct classroom observations to monitor instruction and student learning. These classroom observations focus on delivery of instruction, classroom environment, student engagement, and instructional planning aligned to California Common Core State Standards and aligned to student needs based on data.   District administration conducts informal classroom observations several times throughout the year as well. Site administrators conduct formal observations and provide feedback to teachers to improve overall teaching and learning. Evidence demonstrates that progressive shifts in teaching and learning are taking place.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Multiple measures of data are analyzed as follows:
- CAASPP (annually)
- ELPAC (annually)
- ELLevate English Learner Monitoring (quarterly)
- iReady (3 times per year)
- Attendance Data (quarterly)
- Discipline/Suspension Data (monthly)
- Social Emotional/Behavioral Data (ongoing)

Administrators and teachers analyze the data frequently to determine the academic and social emotional/behavioral needs of students. Based on the data above, Our English Learner demographic group is significantly underperforming in English Language Arts and Mathematics. To support English Learners, a variety of interventions are offered such as College and Career Prep (CCP) and Mathematics support classes to improve student academic achievement. Integrated ELD, using SDAIE and SIOP strategies are utilized specifically in English Language Arts and Mathematics classes, as well as other content areas to support English Learners with accessing the core content.

Student Attendance Review Team (SART) meetings are held after students have received their 3rd attendance letter. The SART meeting includes an Administrator, Counselor, Attendance Clerk, Teacher(s), Parent, and Student. Parents and students are informed about interventions to help students improve their attendance rate and the possible consequences if attendance is not improved. Students may be placed on an attendance contract at that time, if needed. If attendance does not improve, the student will then be referred to the Student Attendance Review Panel team at the District level. Our current attendance rate is 96.18%.

Positive Behavior Intervention and Supports (PBIS) are implemented school-wide. This program includes 5-to-1 positive affirmations, school-wide and classroom incentives, and other means of support to improve behavior. In the 2022-23 school year, Frisbie Middle School plans to continue with the Tier 2 and Tier 3 Interventions introduced during the 2021-22 school-year such as: Boys Council, SMAART program, Young Women's Empowerment, SEL counseling support facilitated by school site counselors, Student Success Strategist, the School Safety Team, and District SEL support providers for behavioral and therapeutic supports. Currently, all student are provided Leader in Me lessons which focus on the Seven Habits for Effective Learners and SEL support through each core content area.

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

Curriculum-embedded assessment data such as district assessments, interim assessments and formative assessments are analyzed and evaluated by teachers in their by professional learning communities (PLCs) to modify and adjust instruction. Formative assessments are being used more consistently to identify and improve student academic achievement gaps. Therefore, there has been an increased emphasis on the analysis of student data by classroom teachers to plan for instruction. Social Studies and Science departments use CFAs to analyze data on common assessments to guide instruction and identify students in need of intervention. Mathematics and English departments have developed common district formative assessments to inform instruction and identify students in need of targeted intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2022-23 school year, Frisbie Middle School will have 36 general education teachers, 2 Special Education (mild/mod) SDC teachers, 2 Special Education (mod/severe) SDC teachers, and 4 Resource Specialists (RSP) teachers. All teachers assigned to Frisbie Middle School are considered highly qualified. (ESEA).

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

During the 2021-22 school year, Frisbie Middle School experienced short staffing due to the COVID-19 pandemic. During the 2022-23 school year, Frisbie Middle School expects to have sufficiency of credentialed teachers.
A variety of school site and district trainings are offered to teachers to support their access to instructional materials training on SBE-adopted instructional materials.

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

All school site and district trainings are aligned to the California Common Core State Standards and aligned to staff professional needs. During the 2021-22 school year, Teachers and Instructional Assistants were provided with professional development focused on assessing student performance and implementing research-based instructional strategies to support student growth.
Teachers, administrators, and paraprofessionals participate in a variety of staff development opportunities. Staff development is coordinated at the school site and district level based upon our student performance data and staff needs assessments.

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

Instructional Coaches, Site Administration, and District staff provide ongoing instructional assistance and support for teachers. Frisbie Middle School Teachers and Instructional Assistants engage in PLCs and department team collaborations to support each other and provide instructional assistance. Frisbie Strategics Team members (which included Instructional Coaches) facilitate and guide teachers with additional support.

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

Teachers meet throughout the week by subject and grade level during their aligned prep periods. Teachers also meet two-three times per month on Wednesdays between 1:00PM- 3:08PM by department and/or PLCs.
Frisbie's staff administers, scores, and analyzes the student achievement data from assessments. The staff is working toward consistently using the data to guide instruction. Professional development was provided to staff on SMART goals, common formative assessments, and deconstructing the standards. The master schedule is designed to allow teachers of the same grade and course subject to have a common conference period to collaborate more frequently. During the 2022-23 school year, teachers will continue to engage in grade level PLCs and department and cross-department collaborations.

Teaching and Learning

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

Frisbie Middle School uses adopted curriculum that is aligned to the California Common Core State Standards. Instruction and materials are aligned to the California Common Core State Standards.

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

The master schedule assures all students have the recommended instructional minutes for English Language Arts and Mathematics. The consistent use of instructional minutes by classroom teachers across all classrooms is monitored by Administration.

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

The master schedule and lesson pacing provide a variety of opportunities for under performing students to meet the academic standards with an intervention class. Targeted students identified by data for intervention, will be supported intensively in English Language Arts and Mathematics. Identified level 1-2 English Learner students at all grade level are supported with a English Language Development course designed for newcomers and students with less than 3 years of English instruction. Identified Long Term English Learner students at the 7th and 8th grade level are supported with a college and career preparatory (CCP) course.

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

Teachers have access to standards-based instructional materials appropriate to all student groups. Each student is provided digital textbook access, consumable textbooks, and access to physical textbooks for all content areas. Students are provided with access to online supplemental resources available for respective textbooks as well. All textbooks are aligned to the California Content Standards and/or California Common Core Standards approved for use by the State and/or the Rialto Unified School District Board of Education. Supplemental materials for support of English Language Arts and Mathematics (i.e., iReady, ALEKS, core novels, and Lexia Power up).

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

We use SBE adopted and standards-aligned instructional materials.

ELA-Houghton Mifflin Harcourt CA collections
Math- Glencoe/ Mc Graw-Hill
Integrated Math- Mc Graw-Hill companies
Science- District Flexbook
Social Studies- National Geographic Learning

Opportunity and Equal Educational Access

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

Frisbie Middle School has implemented UDL, MTSS, RTI strategies to support access to instruction and intervention for underperforming students in meeting grade level content standards. After school, Saturday school, and Summer school intervention is also provided to support under performing students. In addition, teachers scaffold content and differentiate their instruction in order to meet student academic needs. Counselors meet with at-risk students to discuss additional strategies that students can use to improve their academic / behavior achievement. Teachers and counselors have regular contact with parents/guardians to work together to improve student progress and achievement. Appropriate accommodations and modifications are implemented for students receiving special services and other targeted student demographic groups (i.e., African American students, Latino students, English Learners/Long Term English Learners, and Foster and Homeless students) as needed to improve achievement.

Evidence-based educational practices to raise student achievement

Teachers are provided ongoing professional development, coaching, and feedback on their implementation of the California State Standards and evidence-based instructional practices (i.e., SDAIE/SIOP strategies, AVID strategies, Accountable Talk, Essential Question, Differentiated Instruction, Scaffolding, DOK, Culturally Relevant and Culturally Responsive Teaching, Reciprocal Teaching, etc.) to increase student achievement.

Parental Engagement

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

In addition to the texts, curriculum, and purchased supplementary materials that are aligned with the curriculum, the following resources are utilized to support our under-performing students:
- After school, Saturday intervention, and Summer school intervention
- Communication with parents/guardians via Synergy's ParentVue/ StudentVUE, REMIND, Blackboard, email, phone calls, etc.
- iReady, Lexia, and other digital intervention and assessments
- Saturday Step-up Attendance recovery
- English Learner Saturday Academy focused on ELPAC Domains (Reading, Writing, Listening, and Speaking)
- AVID program
- PBIS strategies
- Leader in Me program
- Counseling, Mentoring, and Safety programs
- District and external partnerships and resources

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

Parent involvement is promoted through personal contacts, school website, Social Media, Blackboard, REMIND, advisory committee meetings, parent education workshops, ParentVUE through Synergy (our student management system) and various other forms of outreach. The Parent-Student Handbook provides general information about school policies, rules, and procedures, and is given to each parent upon registration. Several methods of notification are in place to encourage parents to participate in Parent Teacher Conferences (PTCs), Student Success Team (SST), and IEP meetings, School Site Council (SSC), English Learners Advisory Committee (ELAC), and the African American Parent Advisory Committee (AAPAC), Written communications are sent home via Blackboard and Remind and posted on the school's website in English and Spanish.

Funding

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

All school personnel funded by categorical funds have direct involvement with increasing student academic achievement by analyzing and recommending instructional materials, observing and improving upon current pedagogical practices, providing additional on-going staff development and offering primary language support in the classroom and during Parent Teacher Conferences and Individualized Education Plans (IEP) meetings.

Fiscal support (EPC)

Frisbie Middle School receives categorical allocations from RUSD. Categorical funds are used to improve student achievement and fund personnel salaries, on-going staff development, extended-day learning opportunities, research-based supplemental instructional materials, and parent involvement. RUSD provides fiscal support and requires justification from the school plan for expenditures. Frisbie Middle School continually works with the district to ensure that the SPSA is aligned to the district's LCAP and Strategic Plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for this SPSA/Annual Review and Update, Frisbie Middle School consulted with parents/families, staff, and students.

Parents:
- Surveys
- Parent Meetings
- School Site Council (SSC) Meetings
- English Learner Advisory Committee (ELAC) Meetings
- African American Parent Advisory Committee (AAPAC) Meetings

Staff:
- Meetings
- Surveys

Students:
- Surveys
- Focus Groups

Resource Inequities

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

During the 2021-22 school year, site personnel attendance and filling vacant site positions were impacted due to the COVID-19 pandemic. Many certificated and classified staff members worked extra duty to cover staff absences and to cover vacant positions.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	353	363	327
Grade 7	392	359	350
Grade 8	416	377	338
Total Enrollment	1,161	1,099	1,015

Conclusions based on this data:

1. Frisbie Middle School student enrollment decreased by 7.6% students between 2020 and 2021.

2. Student enrollment decreased by 84 students between the school years 2020 and 2021.

3. Student enrollment decrease may be COVID related to relocation of families to other schools/ Districts.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	321	300	292	27.6%	27.3%	28.8%
Fluent English Proficient (FEP)	310	288	241	26.7%	26.2%	23.7%
Reclassified Fluent English Proficient (RFEP)	41	21	10	11.5%	6.5%	3.3%

Conclusions based on this data:

1. RFEP student enrollment has decreased by 11.2% over a 3 year period .

2. English Learner enrollment has decreased by 4.5% over a 3 year period.

3. There was a 75% decrease in student enrollment change in FEPs (Fluent English Proficient) student enrollment from 2019-2021

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1535.3	1514.8	1502.3	1530.2	1519.5	1501.8	1540.0	1509.6	1502.2	125	93	87
7	1538.2	1547.5	1505.9	1533.5	1552.8	1504.2	1542.4	1541.6	1507.2	119	104	90
8	1549.1	1544.0	1536.0	1545.6	1551.7	1559.0	1552.1	1535.8	1512.5	103	117	81
All Grades										347	314	258

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	26.40	13.98	11.63	49.60	33.33	33.72	18.40	38.71	34.88	*	13.98	19.77	125	93	86
7	37.82	23.08	6.82	36.97	42.31	30.68	17.65	27.88	43.18	*	6.73	19.32	119	104	88
8	54.37	21.37	17.50	26.21	34.19	27.50	12.62	33.33	32.50	*	11.11	22.50	103	117	80
All Grades	38.62	19.75	11.81	38.33	36.62	30.71	16.43	33.12	37.01	6.63	10.51	20.47	347	314	254

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	44.00	31.18	24.42	44.00	45.16	41.86	8.80	11.83	17.44	*	11.83	16.28	125	93	86
7	55.46	48.08	17.05	31.09	33.65	42.05	*	13.46	28.41	*	4.81	12.50	119	104	88
8	61.17	40.17	38.75	28.16	29.06	37.50	*	22.22	11.25	*	8.55	12.50	103	117	80
All Grades	53.03	40.13	26.38	34.87	35.35	40.55	8.07	16.24	19.29	4.03	8.28	13.78	347	314	254

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	18.40	3.23	6.98	29.60	13.98	20.93	33.60	39.78	34.88	18.40	43.01	37.21	125	93	86
7	29.41	13.46	2.27	24.37	25.96	20.45	30.25	40.38	36.36	15.97	20.19	40.91	119	104	88
8	41.75	9.40	2.50	16.50	21.37	13.75	27.18	41.03	37.50	14.56	28.21	46.25	103	117	80
All Grades	29.11	8.92	3.94	23.92	20.70	18.50	30.55	40.45	36.22	16.43	29.94	41.34	347	314	254

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	32.00	17.20	15.29	60.00	53.76	58.82	*	29.03	25.88	125	93	85
7	35.29	17.31	4.55	55.46	68.27	67.05	9.24	14.42	28.41	119	104	88
8	38.83	20.51	16.25	47.57	60.68	65.00	13.59	18.80	18.75	103	117	80
All Grades	35.16	18.47	11.86	54.76	61.15	63.64	10.09	20.38	24.51	347	314	253

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	70.40	53.76	40.24	24.80	33.33	48.78	*	12.90	10.98	125	93	82
7	70.59	71.15	42.31	24.37	25.96	48.72	*	2.88	8.97	119	104	78
8	75.73	58.12	54.00	21.36	33.33	34.00	*	8.55	12.00	103	117	50
All Grades	72.05	61.15	44.29	23.63	30.89	45.24	4.32	7.96	10.48	347	314	210

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	22.40	2.15	7.06	32.80	32.26	40.00	44.80	65.59	52.94	125	93	85
7	29.41	16.35	6.90	22.69	39.42	26.44	47.90	44.23	66.67	119	104	87
8	40.78	11.97	8.86	24.27	35.90	22.78	34.95	52.14	68.35	103	117	79
All Grades	30.26	10.51	7.57	26.80	35.99	29.88	42.94	53.50	62.55	347	314	251

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	14.40	13.98	16.47	81.60	69.89	63.53	*	16.13	20.00	125	93	85
7	22.69	6.73	3.49	73.95	88.46	77.91	*	4.81	18.60	119	104	86
8	33.01	3.42	0.00	63.11	86.32	78.48	*	10.26	21.52	103	117	79
All Grades	22.77	7.64	6.80	73.49	82.17	73.20	3.75	10.19	20.00	347	314	250

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.

Conclusions based on this data:

1. 77% of English Learner students are in Level 3 and Level 4.

2. To increase student performance in Level 4 instructional planning focus should be on Reading and Writing.

3. Under 23% of Frisbie English Learners are performing at Level 1 and Level 2.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1015	**94.2**	**28.8**	**1.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	292	28.8
Foster Youth	12	1.2
Homeless	78	7.7
Socioeconomically Disadvantaged	956	94.2
Students with Disabilities	153	15.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	75	7.4
American Indian or Alaska Native	1	0.1
Asian	3	0.3
Filipino	2	0.2
Hispanic	900	88.7
Two or More Races	8	0.8
Native Hawaiian or Pacific Islander	5	0.5
White	21	2.1

Conclusions based on this data:

1. In 2019-2020, 93% of FMS' student population was socio-economically disadvantaged.

2. The Hispanic student population accounts for over 88% of FMS' total student population. The second largest student population are African American students which account for 8% of FMS' total student population.

3. The American Indian, Asian, Filipino, Pacific Islander, and Mixed Student Groups all account for 4.6% or less than FMS' total student population.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Red		

Conclusions based on this data:

1. Based on the 2019 Academic Performance for All Students, Math data indicates the greatest need for students' academic achievement due to its red performance color indicator. English Language Arts has an orange performance indicator, which reflects FMS' second lowest performing area in comparison to Math.

2. The 2019 Academic Performance for All Students indicator reflects Chronic Absentee to be an area of needed improvement for FMS.

3. Based on Conditions and Climate, Suspension rates are elevated. With its orange performance indicator reflecting the need to greatly decrease suspension rates, more PBIS efforts should be implemented, as they any decrease chronic absentee rates and suspension rates.

School and Student Performance Data

Academic Performance
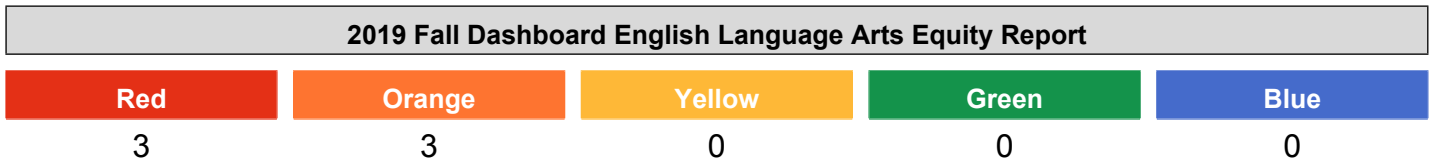### English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
68.3 points below standard	91.7 points below standard	51.4 points below standard
Declined -7.9 points	Declined -12.3 points	Increased Significantly ++20 points
1086	457	18
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
84 points below standard	69.5 points below standard	137.4 points below standard
Declined Significantly -22.9 points	Declined -7.6 points	Increased ++4.2 points
71	1025	166

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
78.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.8 points	2	5	2
94			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
68.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	46.2 points below standard
Declined -8.4 points	7	4	Declined -5.5 points
946			26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
130.2 points below standard	25.3 points below standard	67.3 points below standard
Declined Significantly -21.1 points	Declined -6.2 points	Maintained -1.6 points
289	168	489

Conclusions based on this data:

1. Students with Disabilities, Foster Youth, and English Learners, have the greatest D/Fs: -137, -51, and -91 respectively.

2. Based on the 2019 Fall Dashboard English Language Arts Performance, African-Americans' D/Fs increased significantly, 78.7 points below standard in English Language Arts.

3. Among the 457 current English Learners, 289 students performed 91.7 points below standard. RFEPs D/Fs declined by -12.3 points.

School and Student Performance Data
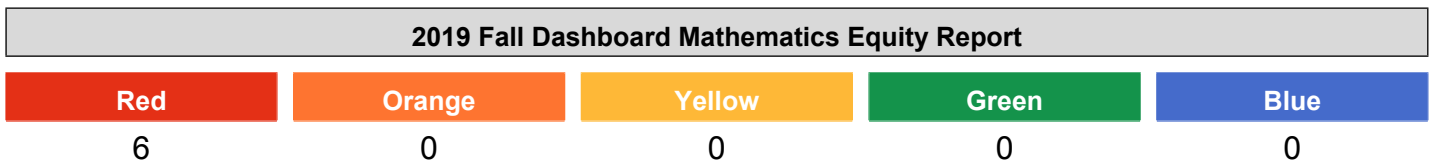
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
128.3 points below standard	145.9 points below standard	132.6 points below standard
Maintained ++1.8 points	Maintained ++2.7 points	Increased Significantly ++15.3 points
1085	457	18

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
141.9 points below standard	129.9 points below standard	195.3 points below standard
Declined Significantly -16.3 points	Maintained ++1.7 points	Maintained ++2.4 points
70	1024	166

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
155.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.1 points	2	5	2
93			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
127.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	87.9 points below standard
Maintained ++2.4 points	7	4	Declined -7.3 points
946			26

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
179 points below standard	89.1 points below standard	131.7 points below standard
Maintained -2.2 points	Maintained ++2.2 points	Maintained ++2.3 points
289	168	488

Conclusions based on this data:

1. All Students/Groups are performing in the Red indicator performing level, which is a status level of Very Low.

2. In 2019, African Americans scores declined by over -155 points in Math, and White students' scores declined by -89 points, which is significant decrease in performance in Math. RFEPs maintained +2.2 points.

3. Foster Youth performance increased significantly in Math by 15.3 points in 2019.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
42.2 making progress towards English language proficiency
Number of EL Students: 301
Performance Level: Low
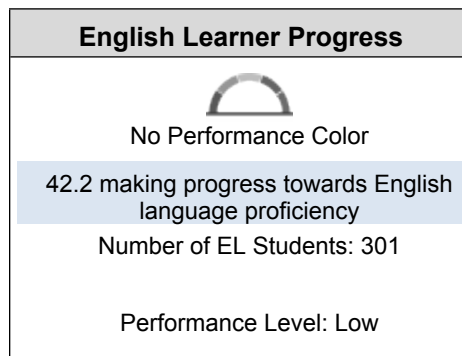
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.9	30.8	8.3	33.8

Conclusions based on this data:

1. 42.2 percent of students are making progress towards English language proficiency.

2. 301 English Learners are performing at the Low Performance Level.

3. 102 English Learners progressed at least ELPI Level, 81 English Learners decreased by one ELPI Level, and 93 English Learners maintained ELPI Levels: 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance
## College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
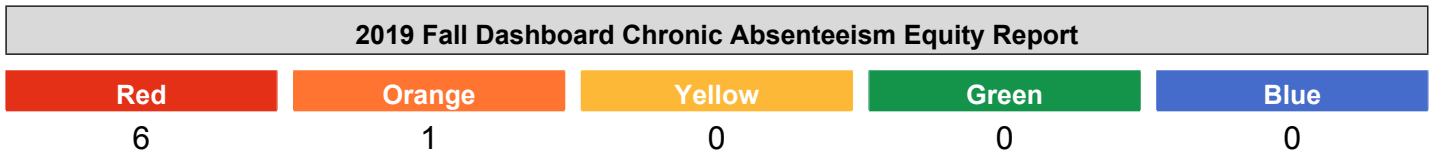## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Orange
15.6	14	14.7
Increased Significantly +6.2	Increased Significantly +6.8	Increased +5
1234	378	34
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
27.8	15.9	22.1
Increased +10.7	Increased Significantly +6.5	Increased Significantly +10.3
97	1154	195

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
24.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +10.3	4	5	2
113			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
14.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.2
Increased Significantly +6.1	10	5	Declined -3.4
1062			33

Conclusions based on this data:

1. Chronic Absenteeism for Homeless students and Students with Disabilities have the highest rate of 27.8% and 22.1% placing them in Red on the dashboard.

2. Among the highest absentee rates are those for African American and Hispanic students. African Americans' absentee chronic rate increased by 10.3%, and increased by 14.8 % for Hispanic students in 2019.

3. Chronic Absenteeism for Students with Disabilities declined significantly at -10.3%, yet has a rate of 22.1%.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
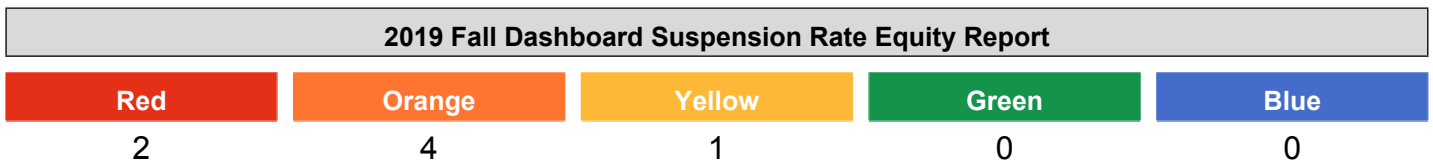## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	4	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Orange
10.7	9.6	20.5
Maintained +0.1	Maintained 0	Declined -1.1
1274	387	39
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
16.8	10.9	16
Declined -1.4	Increased +0.4	Increased +0.4
101	1178	200

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
26.1	Less than 11 Students - Data 4	Less than 11 Students - Data 5	Less than 11 Students - Data 2
Increased +6.2			
119			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
8.8	Less than 11 Students - Data 10	Less than 11 Students - Data 5	11.4
Declined -0.8			Increased +4.3
1094			35

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.6	10.7

Conclusions based on this data:

1. Suspension Rates for All Students, English Learners, Hispanic, Socioeconomically Disadvantage, and Students with Disabilities was maintain placing us the at Yellow indicator.

2. Suspension Rates for African American increased by 6.2% placing us Red on the indicator, but Foster Youth declined by 1.1% placing us Orange on indicator.

3. Although Suspension Rates for Foster Youth has declined at -1.1%, it is still high; Homeless Youth has the second highest suspension percentage of 3.7% next to Foster Youth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Outcomes

LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

By June 2023, Frisbie Middle School will increase the number of students who meet or exceed proficiency in English Language Arts content standards and in Mathematics as measured by the CAASPP assessment and iReady assessment.

Identified Need

Per the 2019 CAASPP data, Frisbie Middle School students performed 68.3 points below the standard in English Language Arts and 128.3 points below the standard in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment	2019 CAASPP data • 68.3 points below the standard in English Language Arts • 128.3 points below the standard in Mathematics	• 50 points below the standard in English Language Arts • 100 points below the standard in Mathematics
iReady Assessment	21-22 iReady data • 455 students performing at Three or More Grade Levels Below in Mathematics • 149 students performing at Three or More Grade Levels Below in English Language Arts	• 355 students performing at Three or More Grade Levels Below in Mathematics • 99 students performing at Three or More Grade Levels Below in English Language Arts

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School Intervention, Saturday Intervention, Summer School, and Extended School Year (ESY) will be offered to Tier 2 students who are not meeting proficiency in grade level content standards.

Targeted Intervention Push-In will be provided by the ELA Intervention Coach and Math Intervention Coach to support identified Tier 3 students needing individualized academic support.

Allen, B. (2016). After-school tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1.

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)
4800	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies for Intervention
30,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Duty hours for Certificated Staff
2000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Extra Duty hours for Classified Staff
1000	Step-Up 5800: Professional/Consulting Services And Operating Expenditures Awards, Incentives
3000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies and Materials
4500	Title I 1000-1999: Certificated Personnel Salaries Data Analysis

3300	EL Supplemental 1000-1999: Certificated Personnel Salaries Recruitment of Students
1500	EL Supplemental 2000-2999: Classified Personnel Salaries Classified Staff
1000	EL Supplemental 4000-4999: Books And Supplies Supplies
6500	Title I 1000-1999: Certificated Personnel Salaries Tutoring, Mentor ship, and Intervention for African American Students

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 participate in College and Career Activities. All 7th and 8th grade students will take the PSAT 8/9 test.

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)
4541	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books and supplies
4150.72	Title I 4000-4999: Books And Supplies Books and supplies, headphones
20000	Title I 5000-5999: Services And Other Operating Expenditures license renewal of online platforms

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Long Term English Learners

Strategy/Activity

English Learners will take the ELPAC assessment and be monitored by classroom teachers and the English Learner Facilitator to support increasing our overall reclassification rate by 20% (51 Level 3 and Level 4 students based on their ELPAC score).

Betts, J., Hill, L., Bachofer, K., Hayes, J., Lee, A., & Zau, A. (2019). English Learner Trajectories and Reclassification.

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)
14000	Title I 1000-1999: Certificated Personnel Salaries Substitute cost for the release of teachers
2500	Title I 4000-4999: Books And Supplies Costs for supplemental materials to meet the identified needs of students
30000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff- PTCs
6000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Extra duty for certificated staff- including PTCs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Long Term English Learners

Strategy/Activity

Implement SDAIE (Specially Designed Academic Instruction in English), SIOP (Sheltered Instruction Observation Protocol), and PLUSS Framework evidence-based instructional strategies, Culturally and Linguistically Responsive MTSS, differentiated instruction, and small group intervention to support English Learner students with accessing grade level instruction in all classes.

Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. Multiple Voices for Ethnically Diverse Exceptional Learners, 13, 56-70

Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.

Jimenez, E. (1992). Raising the achievement level of English language learners through SDAIE. Pearson Education Inc. Globe Fearon, Pearson Learning Group. Retrieved November, 23, 2010.

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

Amount(s)	Source(s)
30000	Title I 1000-1999: Certificated Personnel Salaries Salary
5500	Title I 3000-3999: Employee Benefits Benefits
1000	Title I 1000-1999: Certificated Personnel Salaries Extra duty for planning
2800	Title I 4000-4999: Books And Supplies Supplemental instructional materials
1500	EL Supplemental 4000-4999: Books And Supplies Supplemental instructional materials
28,375	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty hours for Language! Live training
6,084	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Extra duty hours for Language! Live training

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American Students, Latino Students

Strategy/Activity

Implement culturally relevant and culturally responsive instructional strategies and resources, differentiated instruction, and small group intervention to support African American and Latino students with accessing grade level instruction in all classes.

Gay, Geneva (2010). Culturally responsive teaching: Theory, Research, and Practice (2nd ed.). New York, New York: Teachers College Press. ISBN 9780807750780.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into practice, 34(3), 159-165.

Rodríguez, A. D. (2009). Culturally relevant books: Connecting Hispanic students to the curriculum. Gist: Education and Learning Research Journal.

Brown MR. Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools. Intervention in School and Clinic. 2007;43(1):57-62.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title I 4000-4999: Books And Supplies Paper
4000	Title I 4000-4999: Books And Supplies Supplemental books, manipulative and hands on activities
5000	Title I 4000-4999: Books And Supplies Subscriptions
2000	Title I 5000-5999: Services And Other Operating Expenditures Admission fees
500	Title I 5000-5999: Services And Other Operating Expenditures Transportation cost
4500	Title I 1000-1999: Certificated Personnel Salaries Substitutes and Teacher Extra Duty
4000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Duty Costs
1500	EL Supplemental 4000-4999: Books And Supplies Supplemental books, manipulative and hands on activities
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures Outside Counseling Services and Academic Counseling

1000	Title I
	2000-2999: Classified Personnel Salaries
	Instructional aide coverage

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster and Homeless Students

Strategy/Activity

Provide resources and services to support Foster and Homeless students with accessing grade level instruction in all classes.

Moyer, A. M., & Goldberg, A. E. (2020). Foster youth's educational challenges and supports: Perspectives of teachers, foster parents, and former foster youth. Child and Adolescent Social Work Journal, 37(2), 123-136.

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

Amount(s)	Source(s)
5000	Title I
	4000-4999: Books And Supplies
	Necessary technology an materials needed for targeted groups
4750	Title I
	5000-5999: Services And Other Operating Expenditures
	Professional Development
3000	EL Supplemental
	4000-4999: Books And Supplies
	Material for Project Based Learning in Elective classes
3000	EL Supplemental
	1000-1999: Certificated Personnel Salaries
	Teacher Extra- duty
2000	Title I
	1000-1999: Certificated Personnel Salaries
	Teacher Extra Duty

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Receiving Special Services

Strategy/Activity

Implement all student IEPs to inclusively support students receiving special services with accessing grade level curriculum in all classes.

Armstrong, D. E., & McMahon, B. J. (2006). Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice. IAP.

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

Amount(s)	Source(s)
1700	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members
700	Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher release time
2000	EL Supplemental 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members
2000	EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for teachers release time
7000	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members for targeted groups
4000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher release time for targeted groups

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will engage in:
- Analysis of student performance data
- Monitoring of student progress
- Tier 1 whole group and Tier 2 small group classroom interventions
- Weekly instructional planning aligned to essential "power" content standards
- Development of quarterly instructional goals aligned to essential "power" content standards

- Professional learning opportunities/professional development trainings
- Grade level instructional rounds
- Grade level PLCs (Professional Learning Communities) and Cycles of Inquiry
- Department and cross-department collaboration/vertical articulation
- Promoting a culture of continuous improvement for student achievement
- Implementation of Culturally Relevant and Culturally Responsive Teaching strategies; AVID strategies; UDL, MTSS, and RTI strategies; SDAIE and SIOP strategies; Reciprocal Teaching
- Lesson studies
- Collaboration with ELA Intervention Coach, Math Intervention Coach, Reading Specialist, and English Learner Facilitator.
- Common school-wide grading practices aligned to student learning standards

Gargiulo, R. M., & Metcalf, D. (2016). Teaching in today's inclusive classrooms: A universal design for learning approach. Cengage Learning.

Blackburn, B. R., & Witzel, B. S. (2018). Rigor in the rti and mtss classroom: Practical tools and strategies. Routledge.

Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. The Reading Teacher, 64(8), 620-625.

Oczkus, L. D. (2003). Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension. Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139.

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	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support
1500	EL Supplemental 2000-2999: Classified Personnel Salaries Classified extra duty
3000	Title I 4000-4999: Books And Supplies Intervention support for targeted groups
3000	EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support
500	EL Supplemental 4000-4999: Books And Supplies

	Classified extra duty
1500	Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support
12000	Title I 4000-4999: Books And Supplies Lexia
2000	Title I 5000-5999: Services And Other Operating Expenditures Technology to support program
1000	Title I 4000-4999: Books And Supplies Alternate Support supplies - paper, chart paper, classroom supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Assistants will engage in professional learning opportunities and PLCs to further their professional growth. Instructional Assistants will collaborate with Teachers to be informed and prepared to provide classroom support to students under the direction of the Teacher.
AVID Tutors will engage in professional development and will provide additional classroom support for students using Socratic questioning and collaborative learning techniques.

Sharples, J., Blatchford, P., & Webster, R. (2016). Making best use of teaching assistants.

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)
61000	Title I 2000-2999: Classified Personnel Salaries AVID tutors
2000	Title I 5000-5999: Services And Other Operating Expenditures Training for AVID tutors
2500	Title I 1000-1999: Certificated Personnel Salaries

	Certificated extra duty (collaboration, AVID nights, program planning,virtual trainings)
400	Title I 2000-2999: Classified Personnel Salaries Classified extra duty
800	Title I 4000-4999: Books And Supplies Organizational materials for students
400	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for College visits and other field trips
4000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development conference, travel, food and lodging fees.
2000	Title I 1000-1999: Certificated Personnel Salaries Substitutes
15000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID computer services

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

Implementation of these strategies are critical to English Learners, African American students, Students in the Special Education program, and Reclassified (RFEP) students who are at risk of not meeting academic achievement performance indicators. Overall, based on students' level of mastery of the California Common Core State Standards, indicated in iReady diagnostic assessments and CAASPP scores, there is still a great need for each of the strategies and activities specified to be implemented school-wide and consistently to achieve articulated goals.

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

With schools opening in 2021-22 with in person instruction during the pandemic, there may be a major difference between the intended purpose and/or the budgeted expenditures to implement the strategies/activities. Student attendance will impact the outcome of strategies.

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions for Learning

LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

By June 2023, Frisbie Middle School will increase the number of students who demonstrate growth in social emotional learning as measured by PBIS referral data and surveys.

Identified Need

Per the 2021-22 PBIS Referral data, Panorama Survey data, Student Focus Group data, and suspension and intervention data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Referrals	21-22 School Year 2,619 behavior referrals	Decrease behavior referrals to 2,200
Panorama Survey	66% of students (538 students of 816 students who completed the survey) reported being able to self-manage social-emotionally	700 students will be able to self-manage social-emotionally

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement school-wide PBIS Strategies (greeting students at the door, using active supervision and proximity in the classroom, implementing strategies to encourage positive behavior, teaching and modeling expectations, and implementing classroom mission statements).

Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. Journal of school psychology, 73, 41-55.

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)
6000	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for certificated staff
5000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures student programs, services, incentives
7000	Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher collaboration
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Data analysis training
1000	Title I 4000-4999: Books And Supplies Supplemental instructional materials needed to access standards identified in PLC's.
5000	Title I 5000-5999: Services And Other Operating Expenditures Contract for consultant and training
1500	EL Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for collaboration time
1500	EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes and Extra duty time for teachers to prepare presentations
2500	Title I 1000-1999: Certificated Personnel Salaries Extra duty time for teachers to prepare presentations, and to collaborate and Substitutes
500	EL Supplemental

| | 5000-5999: Services And Other Operating Expenditures
Transportation |

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

Facilitate school-wide activities including:
- Leader in Me (LiM) parent trainings
- Parent advisory committees (SSC, ELAC, AAPAC)
- Core Subject Family Nights (i.e., Mathematics Family Night, Science Family Night, etc.)
- AVID Night
- PBIS Parent Workshops
- Coffee and Tea with Admin
- Back-to-School Night
- Open House Night
- Summer Spirit Week

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press

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)
2500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty hours to attend training or prepare a presentation
5500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Off-site and/or virtual conference registration and transportation
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitutes
1500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Professional Development materials for training
4862	EL Supplemental

	5000-5999: Services And Other Operating Expenditures Substitutes and Off-site and/or conference registration
6500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Culturally Responsive Training
40000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Language Live
2500	Title I 2000-2999: Classified Personnel Salaries Classified Employees (Instructional Assistants' salaries)
3000	Title I 1000-1999: Certificated Personnel Salaries Substitutes and extra Duty Hours
1000	EL Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants extra duty hours for 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

Strategy/Activity

Teachers will specially advise and mentor their Period 1 students by engaging in weekly student success conferences, monitoring student learning plans, and by providing daily structured, direct instruction of SEL/PBIS/LiM lessons during the first 30 minutes of their Period 1 class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental professional development materials
1500	EL Supplemental

	4000-4999: Books And Supplies Supplemental professional development materials
4300	Title I 5000-5999: Services And Other Operating Expenditures Leader in Me Membership and dues
5000	Title I 1000-1999: Certificated Personnel Salaries Extra Duty hours for teacher training
1000	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs and admission fees
1700	EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes and extra duty hours for teachers
400	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures lodging costs

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

When offering PD to staff, FMS offered PD based on common requests among teachers in their respective departments, collective need for a particular skill among all teachers, trends in technology, and program certification.

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

School reopening in an in person setting is the major difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

By June 2023, Frisbie Middle School will improve overall school culture and climate by staff modeling positive, leadership habits and by providing opportunities for student voice, school community engagement opportunities, and school team collaborations and partnerships as measured by surveys and sign-in sheets.

Identified Need

Per the 21-22 Panorama Survey Data, 46% of students (368 students) reported overall a positive perception of school climate, 41% (328 students) reported a positive sense of belonging, and 53% (424 students) reported positive teacher-student relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Surveys	42% of students (342 students of 800 student responses) reported that the school culture and climate is positive	500 students will be report that the school culture and climate is positiv
Stakeholder Surveys	49 parent responses	200 parent responses

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase cultural, welcome, and leadership graphics and signage around Frisbie Middle School's physical site.

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)
2898	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra duty hours for certificated staff
14500	Title I 5000-5999: Services And Other Operating Expenditures Supplemental materials, Plasco materials
2000	EL Supplemental 4000-4999: Books And Supplies Supplemental supplies, Office supplies, instructional materials
1700	EL Supplemental 2000-2999: Classified Personnel Salaries Extra duty hours for classified staff
8300	Title I 4000-4999: Books And Supplies Office supplies, instructional materials
24,000	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for certificated staff
6500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty hours for certificated staff
2200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies materials, supplies
300	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra duty hours for classified staff
500	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Consulting and operating expenditures

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

Frisbie Middle School will provide PBIS points and other rewards/awards as an incentive to support growth in positive behavior/social emotional learning and to recognize student learning progress and academic growth.

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

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for engagement events
2000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Duty
300	Title I 5000-5999: Services And Other Operating Expenditures Light Refreshments
2000	Title I 4000-4999: Books And Supplies Supplies for projects at events
200	Title I 4000-4999: Books And Supplies Copy costs
500	EL Supplemental 2000-2999: Classified Personnel Salaries Classified Extra duty
3000	Title I 5000-5999: Services And Other Operating Expenditures Parent Involvement/Contracted Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Frisbie Middle School will provide parent engagement opportunities throughout the school year such as Back-to-School Night, Literacy Night, STEAM Night, Parent Workshops, Coffee & Tea with Admin, Parent Advisory Meetings, Cultural Fair, etc.

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)
4500	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted services for staff development and parent workshops
10200	Title I 4000-4999: Books And Supplies Supplemental materials, training materials, and PBIS rewards/PBIS store materials and printing
14000	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consulting training
7000	Title I 4000-4999: Books And Supplies Wellness Center materials and Student social-emotional curriculum (i.e. Boys Town, The Leader in Me, Project Wisdom,)
2300	Title I 1000-1999: Certificated Personnel Salaries Extra-duty hours for certificated
5900	Title I 2000-2999: Classified Personnel Salaries Extra-duty hours for classified
1500	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consultant support and trainings
16500	Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant support and trainings
5500	Title I 5000-5999: Services And Other Operating Expenditures Transportation, Travel, Lodging, Conference, Refreshments
6000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Family Leadership Institute or other program conferences/memberships, and LiM (leader in Me) program

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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

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

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

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.

Parents' participation in parent engagement opportunities will be determined by gathering and analyzing the number of parents who attend parent events. Sign-In sheets, and chats used as sign-in sheets for parents will help determine whether the target has been achieved. A positive, safe, and engaging learning environment that is student and parent centered will help increase student and parent engagement.

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

Annual Measurable Outcomes may vary due to schools re opening in global pandemic.. Parent Sign-In sheets and TFI (Tiered Fidelity Inventory) will be obtained in a virtual setting, and analyzed to determine the meeting of the articulated goal.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

<div style="background:#f0e6f0;"> </div>

LEA/LCAP Goal

<div style="background:#f0e6f0;"> </div>

Goal 4

<div style="background:#f0e6f0;"> </div>

Identified Need

<div style="background:#f0e6f0;"> </div>

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Plasco materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Tactic I: We will provide rigorous and relevant instruction rooted in respectful relationships that supports student-centered learning and growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Systematic Instruction in Phonological Awareness, Phonics and Sight Words (CORE/SIPPs). Intervention program for students in need of developing phonological awareness. Training grades Kindergarten through 6th Grade	July 2018 - June 2019	Education Services - Liberal Arts & Literacy/Intervention	Supplemental reading fluency and comprehension program	5800: Professional/Consulting Services And Operating Expenditures	Title I	
Implement Suntex International Kindergarten through 6th grade (First in Math). Program is used to develop math fluency in math for students grades K-6.	July 2018- June 2019	Education Services- Math Science and College & Career Pathways	Supplemental digital math fluency program	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Learning Plan - Frontline Technologies Group - Program is used to track professional development district-wide. Program also offers digital professional development through a personalized digital platform.	July 2019 - June 2020	Education Services - Induction/ Teacher Support Services	My Learning Plan - Professional Development Software	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,502
Illuminate Education, Inc. K-12 - Program is used to house student assessment data for teacher and administrator use in disaggregating data to inform instruction.	July 2018 - June 2019	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web-based data management system	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,979
NGSS/STEM Staff Development K-12 - Professor from California Polytechnic State University Pomona provides training in differentiation strategies to access NGSS standards.	July 2018 - June 2019	Education Services - Math/Science and College and Career Pathways	Staff Development	5800: Professional/Consulting Services And Operating Expenditures	Title I	1,772

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers, administrators and support staff to implement evidence based instructional strategies. PBIS Coordinator Lead Math Strategist Lead Technology Strategist Lead English Language Arts Strategist Lead Language Development Strategist GATE/AVID TOSA	July 2018 - June 2019	Student Services Math/Science and College and Career Pathways Assessment, Research, Data Analysis and Educational Technology Liberal Arts and Literacy/Intervention - EL Programs Department	Instructional Coaching and Professional Development Salary and Benefits Benefits	1000-1999: Certificated Personnel Salaries	Title I	24,009

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Blackboard, Inc. - Parent Link Communication K-12 - Parent engagement tool used to inform parent about school and district events and activities.	July 2018- June 2019	Communication Services	Contract Parent/Home Communication	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	3,362
Footsteps2Brilliance, Inc., 5 year agreement pre-K - 5th Grade - Web based program used to develop literacy skills and practice in English and Spanish. Program provides for parents to become in the process of developing literacy with their child.	July 2018- June 2019	Liberal Arts and Literacy/Intervention	Contract Literacy/Parent and Family Engagement	5000-5999: Services And Other Operating Expenditures	Title I	
School Loop, Inc. K-12 - Web based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is also used to house teacher instructional collaboration information as a communication tool for teachers and administrators.	July 2018 - June 2019	Education Services - Assessment, Research. Data Analysis, and Educational Technology	Web based Information Collaboration Tool	5800: Professional/Consulting Services And Operating Expenditures	Title I	602

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	$404900.72
Total Federal Funds Provided to the School from the LEA for CSI	$200,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$666,060.72

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$200,000.00
Title I	$404,900.72
Title I Part A: Parent Involvement	$4,098.00

Subtotal of additional federal funds included for this school: $608,998.72

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

State or Local Programs	Allocation ($)
EL Supplemental	$56,062.00
Step-Up	$1,000.00

Subtotal of state or local funds included for this school: $57,062.00

Total of federal, state, and/or local funds for this school: $666,060.72

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
Title I	404,900.72	0.00
EL Supplemental	56,062.00	0.00
Title I Part A: Parent Involvement	4,098	0.00
Comprehensive Support and Improvement (CSI)	200,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	200,000.00
EL Supplemental	56,062.00
Step-Up	1,000.00
Title I	404,900.72
Title I Part A: Parent Involvement	4,098.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	262,973.00
2000-2999: Classified Personnel Salaries	85,300.00
3000-3999: Employee Benefits	17,584.00
4000-4999: Books And Supplies	100,691.72
5000-5999: Services And Other Operating Expenditures	134,012.00
5800: Professional/Consulting Services And Operating Expenditures	65,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	102,375.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	2,000.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	12,084.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	20,541.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	63,000.00
1000-1999: Certificated Personnel Salaries	EL Supplemental	18,000.00
2000-2999: Classified Personnel Salaries	EL Supplemental	6,200.00
4000-4999: Books And Supplies	EL Supplemental	11,000.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	5,362.00
5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	Step-Up	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	139,700.00
2000-2999: Classified Personnel Salaries	Title I	76,800.00
3000-3999: Employee Benefits	Title I	5,500.00
4000-4999: Books And Supplies	Title I	69,150.72
5000-5999: Services And Other Operating Expenditures	Title I	65,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	48,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,898.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	393,500.72

Goal 2	123,262.00
Goal 3	149,298.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

1 Secondary Students

Name of Members	Role
Dr. Mak Gaines	Principal
Andrew Maher	Classroom Teacher
Annie Whiteker	Classroom Teacher
Kathryn Valadez	Classroom Teacher
Paola Santos	Other School Staff
Rick Cota	Parent or Community Member
Tina Cota	Parent or Community Member
Rocio Carrillo	Parent or Community Member
Tyla Harrison	Secondary Student
Lanah Boyd	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/22.

Attested:

	Principal, Dr. Mak Gaines on 6/6/22
	SSC Chairperson, Kathryn Valadez on 6/6/22

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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