School Year: **2022-23**

# 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 |
|---|---|---|---|
| Palermo School | 04-61523-6003297 | | |

## Purpose and Description

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

Schoolwide Program

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

Palermo's Single Plan for Student Achievement is written to ensure equitable access for all learners to core adopted curricula and California Common Core State Standards and for the purpose of raising academic performance of all learners in compliance with California Ed Code and the Federal and Secondary Education Act. Palermo's SPSA is jointly written and approved by school leadership and stakeholders (SSC) and targets students academic achievement through the use of categorical, local, state, federal funds and measured by student performance scores on state testing (CAASPP) and school wide assessment benchmarks.

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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).

We have a variety of surveys that we send out during the school year: Parent/Guardian survey, Indian Education survey, LCAP survey, CIM survey for families with students with IEPs, and Student survey.

## Classroom Observations

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

Each probationary employee is evaluated at least twice during the school year. Each permanent employee is evaluated at least once every five years. In addition we do informal observations and walk-throughs on a weekly basis. Evaluations and anecdotal observations are discussed with teachers along with proposed recommendations for improvement and/or instructional modifications.

## 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)

With the exception of the 2020-21 academic year, CAASPP data and local assessment data are used to plan interventions, modify instruction, differentiate instruction and plan academic supports to address student needs. Data from iReady testing will be utilized to plan for the 2023-2024 academic year. All students will have access to Common Core standards from California adopted programs in Math and Language Arts. Students are placed in Just Words as needed for a reading intervention program. English learners will be in an EL intervention class focusing on the acquisition of the English language. Education Specialists will provide support for students with IEP"s and 504 plans.

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

All teachers will participate in weekly Professional Learning Communities and teacher meetings in order to analyze student data to determine interventions, modifications, and best teaching practices to support all students' needs.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Palermo teachers are fully credentialed and highly qualified.

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

All staff at Palermo are appropriately credentialed and have access to professional development in areas of need.

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

Staff professional development will be based on annual/trimester site goals, and students' needs collected from benchmark assessments and surveys.

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

Based on teachers' needs and administrators' observations, ongoing support will be available for all teachers through the use of content experts, instructional coaches, and conferences. Teachers will have weekly Professional Learning Community meetings to discuss best teaching practices, plus an additional three to four days of extensive collaboration in grade level or department PLCs annually. New teachers will gain further support and assistance through induction programs provided by our county's local education agency.

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

Teachers will meet in grade level or vertical department PLC teams each week to collaborate, analyze student data and share best teaching practices.

## Teaching and Learning

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

All core adopted curricula are aligned to content standards as stated in CA CCSS.

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

The master schedule ensures that all instructional minutes are met for reading/language arts and mathematics.

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

The master schedule is reviewed and adjusted annually to ensure students' needs are met. Interventions are built-in, through the course of the day, to meet the individual need(s) of the student.

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

Standard based instruction in the form of textbooks and chrome books are available to all students.

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

SBE adopted standards-based curricula are available to all students. The instructional scope and sequence for content area courses come from the CCCS and the following core-adopted curricula:
Math-California Preparatory Mathematics
Language Arts- Study-Sync
Science- Inspire
History- Impact
Long Term Independent Study- Edgenuity, an online program, has been adopted as the learning platform for all four core courses: Math, Language Arts, Science, and History

## Opportunity and Equal Educational Access

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

All teachers differentiate instruction to the individual needs of all students to best ensure under-performing students will be taught at their level and achieve success. Smaller class sizes and after school tutoring further support the needs of under-performing students. An intervention provides Tier 2 and Tier 3 instruction to support all students in meeting learning goals. Extended learning is offered for all students through enrichment clubs and targeted tutoring.

Evidence-based educational practices to raise student achievement

Universal Design Learning (UDL) and Explicit Direct Instructions are implemented by all teachers to best support student success. EDI strategies include, but not limited to: student whiteboard responses, pair-share, choral readings, complete sentence responses, front loading vocabulary, randomization of volunteers. Collaboration in small groups is emphasized, and teachers provide instruction through a combination of whole and small groups. Students apply their learning through project-based demonstrations and public presentation to/with peers.

## Parental Engagement

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

Families provide support by attending conferences, awards assemblies and sporting events. Butte County Office of Education provides several resources for our students: regional programs and McKinney Vento. Kari Applegate and Behavioral Health provide support and counseling services for students and staff. **Victor provides counseling for students.** Our SARB committee focuses on students plagued with chronic absences. CDS, Community Day School, provides an alternative educational setting for students struggling to meet the set behavior expectations in a general education environment.

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)

Stakeholders have multiple means to participate in the planning, implementation, and evaluation of ConApp programs. The following meetings allow for such participation by parents, community representatives, and school personnel :school site council, site Title 1, ELAC/DLAC, Indian Education, LCAP, and District Leadership Team.

Funding

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

Paraprofessionals, tutoring, EL resources/ instruction, bilingual aide, Indian Education, in-class/co-teaching instructional support, and professional development are funded through Title 1 professional development and after-school funding, Title 2 professional development funds, Title 3 English Learners, and Title 6 Indian Education services.

Fiscal support (EPC)

District office provides fiscal support, monitors budgets, ensures compliance for all regulations for categorical programs, and assists in developing the LCAP.

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

The Palermo School staff, Palermo Union District Leadership Team, School Site Council, and parent surveys are used to develop the SPSA. Data from enrollment and the data dashboard are used to guide school improvement decisions. School Site Council analyzes data to determine strengths and areas of growth, the Palermo Union District Administrative Leadership Team meets monthly to review data, and bi-weekly site staff meetings focus on the implementation and success of school improvement goals.

# Resource Inequities

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

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **American Indian** | 3.7% | 3.28% | 2.72% | 17 | 14 | 11 |
| **African American** | 1.1% | 0.47% | 0.74% | 5 | 2 | 3 |
| **Asian** | 3.9% | 3.98% | 3.71% | 18 | 17 | 15 |
| **Filipino** | 0.2% | 0.23% | 0.25% | 1 | 1 | 1 |
| **Hispanic/Latino** | 35.6% | 36.07% | 35.64% | 165 | 154 | 144 |
| **Pacific Islander** | 0.2% | 0.23% | 0% | 1 | 1 | 0 |
| **White** | 44.4% | 44.73% | 43.56% | 206 | 191 | 176 |
| **Multiple/No Response** | 9.9% | 10.07% | 11.88% | 46 | 43 | 48 |
| | | | **Total Enrollment** | 464 | 427 | 404 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| **Grade 6** | 146 | 121 | 147 |
| **Grade 7** | 169 | 139 | 117 |
| **Grade 8** | 149 | 167 | 140 |
| **Total Enrollment** | 464 | 427 | 404 |

**Conclusions based on this data:**

1. The enrollment school-wide has decreased

2. Overall, there was a small decrease in our American Indian, Asian, and Pacific Islander, and a larger decrease in our Hispanic/Latino and White student groups.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **English Learners** | 45 | 37 | 44 | 9.7% | 8.7% | 10.9% |
| **Fluent English Proficient (FEP)** | 49 | 45 | 43 | 10.6% | 10.5% | 10.6% |
| **Reclassified Fluent English Proficient (RFEP)** | 0 | | | 0.0% | | |

**Conclusions based on this data:**

1. Our EL numbers increased.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 6** | 140 | 118 | | 0 | 106 | | 0 | 106 | | 0.0 | 89.8 | |
| **Grade 7** | 172 | 135 | | 0 | 119 | | 0 | 119 | | 0.0 | 88.1 | |
| **Grade 8** | 149 | 160 | | 0 | 138 | | 0 | 138 | | 0.0 | 86.3 | |
| **All Grades** | 461 | 413 | | 0 | 363 | | 0 | 363 | | 0.0 | 87.9 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 6** | | 2495. | | | 8.49 | | | 21.70 | | | 38.68 | | | 31.13 | |
| **Grade 7** | | 2499. | | | 4.20 | | | 30.25 | | | 26.89 | | | 38.66 | |
| **Grade 8** | | 2517. | | | 5.07 | | | 28.26 | | | 28.99 | | | 37.68 | |
| **All Grades** | N/A | N/A | N/A | | 5.79 | | | 27.00 | | | 31.13 | | | 36.09 | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 6** | | 13.21 | | | 56.60 | | | 30.19 | |
| **Grade 7** | | 6.72 | | | 63.03 | | | 30.25 | |
| **Grade 8** | | 5.80 | | | 60.87 | | | 33.33 | |
| **All Grades** | | 8.26 | | | 60.33 | | | 31.40 | |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 6** | | 9.43 | | | 55.66 | | | 34.91 | |
| **Grade 7** | | 10.08 | | | 53.78 | | | 36.13 | |
| **Grade 8** | | 6.52 | | | 55.07 | | | 38.41 | |
| **All Grades** | | 8.54 | | | 54.82 | | | 36.64 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 13.21 | | | 71.70 | | | 15.09 | |
| Grade 7 | | 9.24 | | | 70.59 | | | 20.17 | |
| Grade 8 | | 10.14 | | | 70.29 | | | 19.57 | |
| All Grades | | 10.74 | | | 70.80 | | | 18.46 | |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 9.43 | | | 72.64 | | | 17.92 | |
| Grade 7 | | 10.08 | | | 63.87 | | | 26.05 | |
| Grade 8 | | 11.59 | | | 65.22 | | | 23.19 | |
| All Grades | | 10.47 | | | 66.94 | | | 22.59 | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | 140 | 118 | | 0 | 106 | | 0 | 106 | | 0.0 | 89.8 | |
| Grade 7 | 172 | 135 | | 0 | 119 | | 0 | 119 | | 0.0 | 88.1 | |
| Grade 8 | 149 | 160 | | 0 | 138 | | 0 | 138 | | 0.0 | 86.3 | |
| All Grades | 461 | 413 | | 0 | 363 | | 0 | 363 | | 0.0 | 87.9 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 2461. | | | 5.66 | | | 7.55 | | | 27.36 | | | 59.43 | |
| Grade 7 | | 2471. | | | 4.20 | | | 8.40 | | | 31.93 | | | 55.46 | |
| Grade 8 | | 2481. | | | 5.07 | | | 11.59 | | | 27.54 | | | 55.80 | |
| All Grades | N/A | N/A | N/A | | 4.96 | | | 9.37 | | | 28.93 | | | 56.75 | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 4.72 | | | 31.13 | | | 64.15 | |
| Grade 7 | | 3.36 | | | 42.02 | | | 54.62 | |
| Grade 8 | | 6.52 | | | 43.48 | | | 50.00 | |
| All Grades | | 4.96 | | | 39.39 | | | 55.65 | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 6 | | 5.66 | | | 46.23 | | | 48.11 | |
| Grade 7 | | 5.88 | | | 57.14 | | | 36.97 | |
| Grade 8 | | 5.07 | | | 49.28 | | | 45.65 | |
| All Grades | | 5.51 | | | 50.96 | | | 43.53 | |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 6** | | 3.77 | | | 63.21 | | | 33.02 | |
| **Grade 7** | | 4.20 | | | 63.03 | | | 32.77 | |
| **Grade 8** | | 5.07 | | | 61.59 | | | 33.33 | |
| **All Grades** | | 4.41 | | | 62.53 | | | 33.06 | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 1517.1 | * | | 1517.6 | * | | 1515.8 | * | | 13 | 10 | |
| 7 | 1532.9 | 1554.3 | | 1539.9 | 1556.3 | | 1525.4 | 1551.9 | | 15 | 14 | |
| 8 | 1541.7 | * | | 1538.1 | * | | 1544.9 | * | | 11 | 10 | |
| All Grades | | | | | | | | | | 39 | 34 | |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 7.69 | * | | 38.46 | * | | 46.15 | * | | 7.69 | * | | 13 | * | |
| 7 | 20.00 | 21.43 | | 20.00 | 64.29 | | 40.00 | 7.14 | | 20.00 | 7.14 | | 15 | 14 | |
| 8 | 9.09 | * | | 36.36 | * | | 54.55 | * | | 0.00 | * | | 11 | * | |
| All Grades | 12.82 | 29.41 | | 30.77 | 41.18 | | 46.15 | 26.47 | | 10.26 | 2.94 | | 39 | 34 | |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 7.69 | * | | 84.62 | * | | 7.69 | * | | 0.00 | * | | 13 | * | |
| 7 | 33.33 | 50.00 | | 33.33 | 42.86 | | 33.33 | 0.00 | | 0.00 | 7.14 | | 15 | 14 | |
| 8 | 18.18 | * | | 54.55 | * | | 27.27 | * | | 0.00 | * | | 11 | * | |
| All Grades | 20.51 | 44.12 | | 56.41 | 41.18 | | 23.08 | 11.76 | | 0.00 | 2.94 | | 39 | 34 | |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 7.69 | * | | 15.38 | * | | 38.46 | * | | 38.46 | * | | 13 | * | |
| 7 | 0.00 | 14.29 | | 26.67 | 28.57 | | 33.33 | 50.00 | | 40.00 | 7.14 | | 15 | 14 | |
| 8 | 9.09 | * | | 36.36 | * | | 36.36 | * | | 18.18 | * | | 11 | * | |
| All Grades | 5.13 | 14.71 | | 25.64 | 26.47 | | 35.90 | 47.06 | | 33.33 | 11.76 | | 39 | 34 | |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 7.69 | * | | 76.92 | * | | 15.38 | * | | 13 | * | |
| 7 | 33.33 | 14.29 | | 20.00 | 78.57 | | 46.67 | 7.14 | | 15 | 14 | |
| 8 | 9.09 | * | | 72.73 | * | | 18.18 | * | | 11 | * | |
| All Grades | 17.95 | 20.59 | | 53.85 | 70.59 | | 28.21 | 8.82 | | 39 | 34 | |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 84.62 | * | | 15.38 | * | | 0.00 | * | | 13 | * | |
| 7 | 66.67 | 71.43 | | 33.33 | 21.43 | | 0.00 | 7.14 | | 15 | 14 | |
| 8 | 72.73 | * | | 27.27 | * | | 0.00 | * | | 11 | * | |
| All Grades | 74.36 | 58.82 | | 25.64 | 38.24 | | 0.00 | 2.94 | | 39 | 34 | |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 7.69 | * | | 15.38 | * | | 76.92 | * | | 13 | * | |
| 7 | 6.67 | 0.00 | | 33.33 | 64.29 | | 60.00 | 35.71 | | 15 | 14 | |
| 8 | 18.18 | * | | 27.27 | * | | 54.55 | * | | 11 | * | |
| All Grades | 10.26 | 11.76 | | 25.64 | 47.06 | | 64.10 | 41.18 | | 39 | 34 | |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 6 | 0.00 | * | | 100.00 | * | | 0.00 | * | | 13 | * | |
| 7 | 13.33 | 42.86 | | 73.33 | 57.14 | | 13.33 | 0.00 | | 15 | 14 | |
| 8 | 0.00 | * | | 100.00 | * | | 0.00 | * | | 11 | * | |
| All Grades | 5.13 | 23.53 | | 89.74 | 73.53 | | 5.13 | 2.94 | | 39 | 34 | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

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

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

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **427** | **76.8** | **8.7** | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Palermo School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 37 | 8.7 |
| **Foster Youth** | | |
| **Homeless** | 19 | 4.4 |
| **Socioeconomically Disadvantaged** | 328 | 76.8 |
| **Students with Disabilities** | 45 | 10.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 0.5 |
| **American Indian** | 14 | 3.3 |
| **Asian** | 17 | 4.0 |
| **Filipino** | 1 | 0.2 |
| **Hispanic** | 154 | 36.1 |
| **Two or More Races** | 43 | 10.1 |
| **Pacific Islander** | 1 | 0.2 |
| **White** | 191 | 44.7 |

**Conclusions based on this data:**

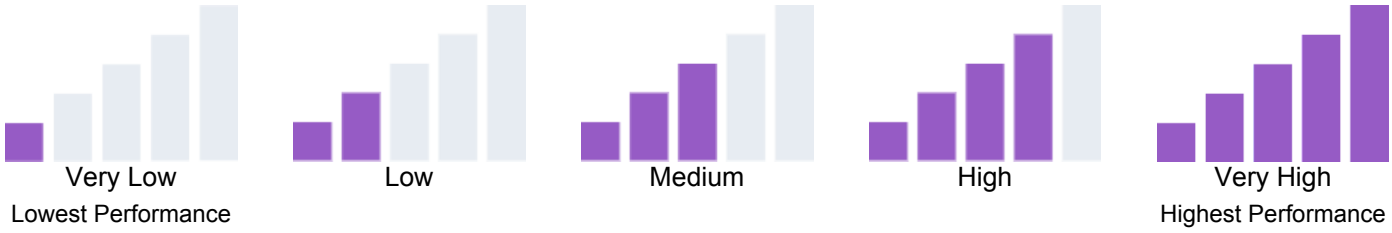
1. We have a diverse population of students including students with disabilities, foster youth, homeless, English Learners, and students who are socioeconomically disadvantaged.
2. Our Hispanic and White populations are significantly larger than any other population.
3. Almost 77% of our students come from socioeconomically disadvantaged households.

# School and Student Performance Data

## Overall Performance

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

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




**2022 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts: Low | Chronic Absenteeism: Very High | Suspension Rate: High |
| Mathematics: Very Low | | |
| English Learner Progress: Very High | | |

**Conclusions based on this data:**

1. Our EL students performed strongly on the ELPAC.

2. Due to the negative impact of the pandemic on our students' attendance, chronic absenteeism continues to be an area of focus to strengthen and return to pre-pandemic percentages.

3. Mathematics, ELA, and Suspension Rates continue to be areas of focus to strengthen.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

This section provides number of student groups in each level.

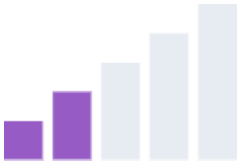
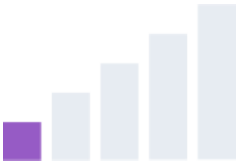
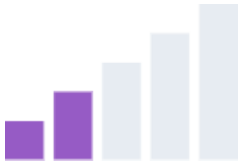
| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 3 | 3 | 0 | 0 | 0 |

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

**2022 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Very Low | No Performance Level |
| 46.8 points below standard | 71.8 points below standard | 1 Student |
| 351 Students | 53 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | Very Low |
| 31.9 points below standard | 56.5 points below standard | 156.2 points below standard |
| 17 Students | 268 Students | 41 Students |

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  |  |  |  |
| No Performance Level | No Performance Level | No Performance Level | No Performance Level |
| 2 Students | 70.5 points below standard | 37.3 points below standard | 1 Student |
| | 14 Students | 16 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  |  |  |  |
| Low | Very Low | No Performance Level | Low |
| 58.7 points below standard | 72.4 points below standard | 1 Student | 35.1 points below standard |
| 136 Students | 33 Students | | 147 Students |

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

| 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 121.0 points below standard | 23.1 points below standard | 45.8 points below standard |
| 29 Students | 25 Students | 278 Students |

**Conclusions based on this data:**

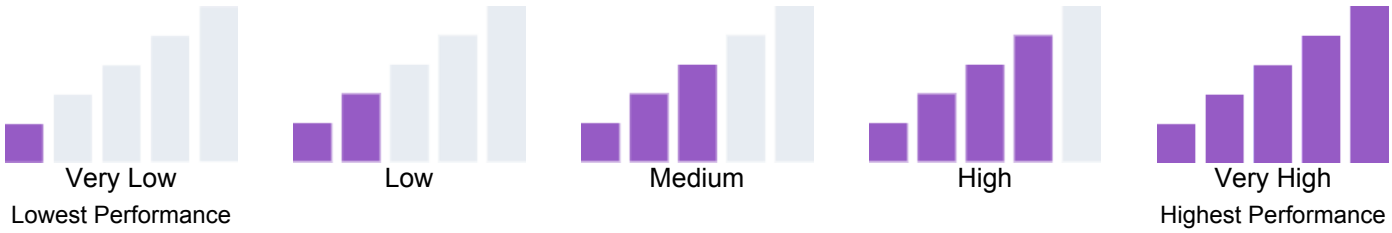
1. All student groups performed at Low or Very Low on the CAASPP.
2. American Indian and students of Two or More Races performed the lowest in ELA.
3. Although our English Learners and Students With Disabilities (SWD) scored Very Low, our SWD scored lower than our EL students by more than double or EL students' points below standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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




This section provides number of student groups in each level.

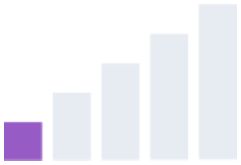
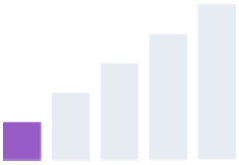
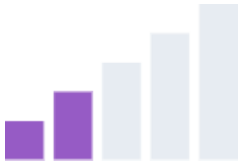
| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 5 | 1 | 0 | 0 | 0 |

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

**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Very Low | Very Low | No Performance Level |
| 96.6 points below standard | 124.8 points below standard | 1 Student |
| 349 Students | 53 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Very Low | Very Low |
| 117.5 points below standard | 109.6 points below standard | 170.7 points below standard |
| 17 Students | 267 Students | 40 Students |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>2 Students |  No Performance Level<br>146.5 points below standard<br>13 Students |  No Performance Level<br>93.3 points below standard<br>16 Students |  No Performance Level<br>1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Very Low<br>113.1 points below standard<br>136 Students |  Very Low<br>118.5 points below standard<br>33 Students |  No Performance Level<br>1 Student |  Low<br>76.7 points below standard<br>147 Students |

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

| 2022 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 154.2 points below standard<br>29 Students | 95.5 points below standard<br>25 Students | 95.0 points below standard<br>276 Students |

**Conclusions based on this data:**

1. Except for White, all student groups based on race/ethnicity scored Very Low in mathematics; our White student population scored Low.
2. Although all of our students scored Very Low in mathematics, our SWD scored about 53 points lower than the average scores of our EL, Homeless, and Socioeconomically Disadvantaged Students.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

**2022 Fall Dashboard English Learner Progress Indicator**

**English Learner Progress**

Very High

65.6 making progress towards English language proficiency

Number of EL Students: 32 Students

Performance Level: 5

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

**2022 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 6.3% | 28.1% | 3.1% | 62.5% |

**Conclusions based on this data:**

1. Our EL students performed Very High; almost 66% of EL students made progress towards English language proficiency.

# School and Student Performance Data

## Academic Performance
## College/Career Report

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

**Conclusions based on this data:**

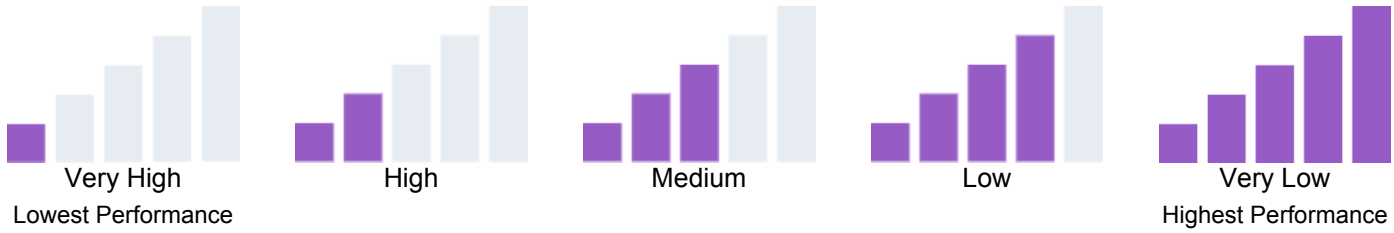
**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

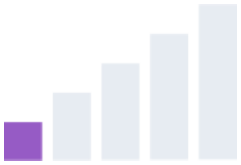
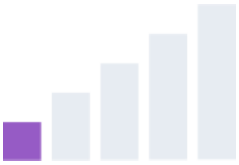
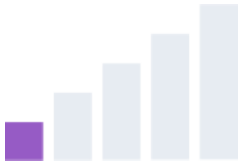



This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Very High | High | Medium | Low | Very Low |
| 6 | 0 | 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.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | Very High | No Performance Level |
| 53.8% Chronically Absent | 41.9% Chronically Absent | Less than 11 Students |
| 446 Students | 43 Students | 3 Students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | Very High | Very High |
| 68.4% Chronically Absent | 57.7% Chronically Absent | 60% Chronically Absent |
| 19 Students | 343 Students | 50 Students |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  |  |  |  |
| No Performance Level | No Performance Level | No Performance Level | No Performance Level |
| Less than 11 Students | 57.1% Chronically Absent | 16.7% Chronically Absent | Less than 11 Students |
| 2 Students | 14 Students | 18 Students | 2 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  |  |  |  |
| Very High | Very High | No Performance Level | Very High |
| 53.1% Chronically Absent | 64% Chronically Absent | Less than 11 Students | 54.8% Chronically Absent |
| 160 Students | 50 Students | 1 Student | 199 Students |

**Conclusions based on this data:**

1. Regardless of student group or race/ethnicity, all students received Very High chronic absenteeism scores; 56% of all students were chronically absent.
2. Students identified as Two or More Races had a rate of 64% of their student group identified as chronically absent; 7% higher than the next student group, American Indian identified at ~57%.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

This section provides number of student groups in each level.

**2022 Fall Dashboard Suspension Rate Equity Report**

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| 2 | 2 | 2 | 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.

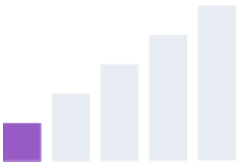
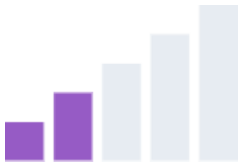
**2022 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| High | Medium | No Performance Level |
| 10.3% suspended at least one day | 4.5% suspended at least one day | Less than 11 Students |
| 456 Students | 44 Students | 3 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | High | Very High |
| 5.3% suspended at least one day | 11.9% suspended at least one day | 13.7% suspended at least one day |
| 19 Students | 353 Students | 51 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  |  |  |  |
| No Performance Level | No Performance Level | No Performance Level | No Performance Level |
| Less than 11 Students | 20% suspended at least one day | 5.6% suspended at least one day | Less than 11 Students |
| 2 Students | 15 Students | 18 Students | 2 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| |  |  |  |
| Medium | Very High | No Performance Level | High |
| 7.4% suspended at least one day | 14% suspended at least one day | Less than 11 Students | 11.7% suspended at least one day |
| 162 Students | 50 Students | 1 Student | 206 Students |

**Conclusions based on this data:**

1. Our EL student group has the lowest percentage of suspensions (4.5%), while our SWD student group has the highest percentage (~14%). No student group was identified as Low or Very Low.
2. When the data is viewed by race/ethnicity, more American Indian students were suspended more than any other student group; 20% of our American Indian students were suspended.
3. Our Asian and Hispanic student groups' percentages were under 8%, while ~12%-14% of our students of Two or More Races and White were suspended at least one day.

# 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

Academic Performance ELA

## LEA/LCAP Goal

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies, while supporting the loss of learning due to the impact of distance learning through the pandemic.

# Goal 1

Create a plan to mitigate lost learning that was acquired during the pandemic, so that the schoolwide percentage of students scoring "met or exceeded" on the CAASPP/Smarter Balanced Assessment at the end of the year will increase by 5% per grade level.

## Identified Need

CAASPP 2022-2023 data revealed that all our of our students performed Low or Very Low in ELA, specifically our American Indian, Two or More Races, SWD, and EL students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP test | All student groups performed at Low or Very Low. | All student groups will decrease their points below standards by 5 or more points. |

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

## Strategy/Activity 1

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

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

All Students

Strategy/Activity

Alignment of instruction with essential content standards:
A. Through the PLC, Reading/ELA curriculum will be revised and refined on an ongoing basis driven by the use of common formative assessments to collect data.
B. Allotted money will be spent to purchase supplemental materials to support areas of needed 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) |
|---|---|

## 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

Improvement of instructional strategies and materials:
A. Site will use a Professional Learning Community (PLC) collaborative model to ensure that students are mastering grade level essential standards by analyzing assessment data and sharing effective instructional strategies.
B. Professional Development opportunities that address the CCSS and effective instructional strategies will be provided as needed.
C. PD will take place on two levels: Level I- district-wide staff development designed for all staff to participate, and Level II- personal mastery of specific skills.
D. Teachers will implement the PLC collaborative model to analyze data, make data-informed informed instructional plans, and share best practices to develop curriculum.
E. Teachers will continue training to collaborate effectively as a PLC.
F. Department Heads will be a part of the PLC Guiding Coalition to give a voice to all teachers in order to best support students in meeting their learning goals and address needs to best support teachers and instruction.
G. ELA and SpEd teachers will participate in co-teaching PD to best support our students with disabilities.

**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) |
|---|---|
| 11,866 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Substitute teachers to provide release time for teachers |
| 5400.00 | Title I<br>1000-1999: Certificated Personnel Salaries<br>After Contract PIC time/Guiding Coalition |
| 14,072 | Other<br>5000-5999: Services And Other Operating Expenditures<br>PLC Conference (Educator Effectiveness Grant) |

## 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

Extended learning time:
A. Before and/or after school tutoring for all students
B. Before and/or after school tutoring for EL/students
D. Enrichment clubs and targeted tutoring that are standard based meeting the needs of students.

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

| Amount(s) | Source(s) |
|---|---|
| 24,558 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Tutoring |
| 5,000 | Extended Learning Opportunity<br>4000-4999: Books And Supplies<br>7425- Expanded Learning Opportunity Grant |
| 24,558 | Extended Learning Opportunity<br>1000-1999: Certificated Personnel Salaries<br>7425- Expanded Learning Opportunity Grant |

## Strategy/Activity 4

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

All students

Strategy/Activity

Increased intervention and academic opportunities during the school day:
A. Students will utilize iReady ELA/Reading interventions for at least 45 minutes a week.
B. Students will participate in Tier 1 intervention/enrichment classes during the school day.
C. Full time Intervention teacher will provide Tier 2 and Tier 3 during the school day for targeted students in need.
D. Provide targeted ELD instruction during the school day to students who are not yet proficient in English.
E. No Red Ink will be used as a supplemental program to fill gaps in grammar to support students meet writing goals.
F. Supplementary informative text will be included in other content areas to support informative comprehension and writing.
G. Learning Allly will be used to support identified struggling readers to increase reading fluency, comprehension, and the joy of reading grade level/high interest novels.

**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) |
|---|---|
| 3,000 | Title I<br>4000-4999: Books And Supplies<br>Intervention Curriculum and Supplemental Materials |
| 19,000 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>certificated salaries |
| 7,000.00 | LCFF<br>4000-4999: Books And Supplies<br>No Red Ink |
| 835.00 | Title I<br>4000-4999: Books And Supplies<br>Science World, Dyna Math (Scholastic) |
| 100,039 | Other<br>1000-1999: Certificated Personnel Salaries<br>Full Time Intervention Teacher (Learning Recovery Block Grant) |
| 2,600.00 | LCFF<br>4000-4999: Books And Supplies<br>Learning Ally |
| 750.00 | Title I<br>4000-4999: Books And Supplies<br>Scholastic Jr. |

## 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)

All students

Strategy/Activity

Involvement of staff, parents and community:
A) School Site Council monitors progress and makes revisions to the school plan annually.

B) Interpretation of student assessment results will be provided to parents, including translation for EL parents.

**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)

All students

Strategy/Activity

Auxiliary services for students and parents:
A)Paraprofessionals will assist teachers in the classroom to provide differentiated/instruction and enhanced student support.
B) Bilingual aide and family advocate will assist EL students.
C) Library aide will continue work of reaching goal of creating a learning/service hub for students and families.
D)Indian Ed. instructional aide will assist Native American students.

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

| Amount(s) | Source(s) |
|---|---|
| 24,140 | Title VII Part A: Indian Education<br>2000-2999: Classified Personnel Salaries<br>classified salaries |
| 73,442 | Title I<br>2000-2999: Classified Personnel Salaries<br>classified salaries- paraprofessionals |
| 42,185 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>classified salaries- library aide |
| 46,125 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>classified salaries-bilingual aide |
| 113,957 | Special Education<br>2000-2999: Classified Personnel Salaries<br>classified salaries |

## 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

Monitoring program implementation and results:
A)Local assessment data and iReady data will be used
B)Local assessment data (% of students meeting or exceeding proficiency) will be reported by grade level each trimester to admin.ed to frequently monitor student progress and drive changes in instruction as needed throughout the school year

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
| --- | --- |
| 27,785 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>iReady |

## Strategy/Activity 9

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

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

low performing students,  EL students

Strategy/Activity

Targeting services and programs to low performing students:
A) Address needs of low performing, special needs, and EL students via scaffolded, CCSS aligned instruction, and intervention groups.
B) Academically at-risk students will be meet monthly with admin and have additional support check-in with Advisory teachers.

**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)

All students

Strategy/Activity

The Learning and Enrichment Library/Hub will be created to facilitate an increased rate of reading and additional academic support for students before, during, and after school.

**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<br>4000-4999: Books And Supplies<br>Learning/Hub Infrastructure and Physical Space |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

Intentional implementation of the PLC process will identify our students' needs and increase the efficiency of our site's ability to respond with targeted intervention to best support our students in meeting their learning goals. Departments' formative assessments, iReady assessments, and CAASPP results will inform our site of how to proceed in best meeting and supporting our students' diverse needs. As an ATSI (Additional Targeted Support & Improvement) site and DA (Differentiated Assistance) district, these measures will support our identified student populations (SWD and student of Two or More Races). Additional academic support , such as implementing Learning Ally, will increase the reading comprehension of our identified student in reading comprehension for students to meet targeted learning 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.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Creating a physically and emotionally safe school environment for the purpose of increasing attendance, supporting social/emotional health, and academic success of all student subgroups.

## LEA/LCAP Goal

Create a physically and emotionally safe environment for all students that supports students' social and emotional needs and encourages parental involvement, while in the process of keeping students learning and in school.

# Goal 2

Chronic absenteeism will decrease from 54% (2022 CA Dashboard data) to 50% to best support student academic achievement and mental/emotional health, and decrease our rate of suspensions from 10% to 8%.

## Identified Need

Mitigating the negative impact of the pandemic continues to be a site focus, as its disturbance has intensified our rate of chronic absenteeism, social/emotional concerns, and struggle to meet grade level proficiency in ELA/Reading and Math. Under chronic absenteeism, all student groups were identified as "very high", and are specifically receiving ATSI for our SWD and students of Two or More Races student populations, and DA for our SWD and American Indian populations. As a site, we were identified as having a high suspension rate, but are receiving DA support for our American Indian student population, as they have been identified as having a very high rate throughout the district.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| chronic absenteeism measured on Dashboard | 2022-20233 school year 54% of all students were chronically absent | decrease chronic absenteeism by 2% |

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, chronically absent students and students receiving suspensions from all subgroups.

Strategy/Activity

School site council will act a school safety review committee and review and develop strategies to improve attendance and decrease suspensions.

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

| Amount(s) | Source(s) |
|---|---|

## 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

Refocusing and mindfully implementing Positive Behavior Intervention (PBIS) trainings, meetings and implementation. The monitoring of PBIS data will inform best interventions for all students. Positive incentives twill be provided to students to encourage and reward choices and/or behavior. PBIS will guide interventions for academic, behavior and social emotional needs. Students with 98-100% attendance will be rewarded and recognized every six weeks.

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

| Amount(s) | Source(s) |
|---|---|
| 8000 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>materials, incentives |

## Strategy/Activity 3

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

All chronically absent students from the previous year and students with multiple absences during the current year.

Strategy/Activity

Analyze chronic absenteeism list from 2022/23, and create an ongoing list for current year to intervene early for the students, meet with students and families to develop a plan to decrease absences. We will meet as an attendance team once a week to review current data and initiate a plan to support the students and families.

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

| Amount(s) | Source(s) |
|---|---|
| 35,868 | Rural Education Achievement Program (REAP)<br>1000-1999: Certificated Personnel Salaries |

| | |
|---|---|
| | Andee Farrar- student engagement (Title V) |
| 37,661 | Title IV Part A: Student Support and Academic Enrichment<br>1000-1999: Certificated Personnel Salaries<br>Andee Farrar- student engagement |

## Strategy/Activity 4

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

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

All students

Strategy/Activity

The following strategies will support our goal support our students with tools and resources to increase their ability to resolve peer conflict, and create/maintain a school climate that invites all students to attend school. Implement RULER with support provided by Sandra Azavedo, data gather through KELVIN surveys, partner with Mister Brown to provide social/emotional student, staff, and family support, increase trauma based professional development with the assistance of Matt Reddam, and additional SEL curriculum and student centered SEL training to establish common grounds between students and build community. Implementing collaborative problem solving strategies (cps) will increase our ability of identifying the skill deficits our students in order to better support them in their learning and relationships. Executive function skill training will support our students with their organization and self-regulation/monitoring. Increase social/emotional learning to our 6th grade students will strengthen SEL foundation.

**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) |
|---|---|
| 100.00 | Title I<br>4000-4999: Books And Supplies<br>Ruler (SEL Focal Grant) and Training provided by Sandra Azavedo |
| 2,500.00 | Title I<br>4000-4999: Books And Supplies<br>Planners |
| 1,600 | Title II Part A: Improving Teacher Quality<br>5000-5999: Services And Other Operating Expenditures<br>Executive Function Skill PD |
| 3,336 | Other<br>5000-5999: Services And Other Operating Expenditures<br>Kelvin |
| 500.00 | Other<br>4000-4999: Books And Supplies |

| | |
|---|---|
| | Hopeful Minds (SEL Focal Grant) |
| 20,000.00 | Other<br>5000-5999: Services And Other Operating Expenditures<br>Mister Brown (SEL Focal Grant) |
| 100.00 | 5000-5999: Services And Other Operating Expenditures<br>Matt Reddam (SEL Focal Grant) |

## Strategy/Activity 5

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

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

All students

Strategy/Activity

Work with consultants for internal capacity building and development of school wide systems of support with restorative practices, PBIS, SEL, school climate, mental wellness, data driven decision making and identification and analysis of effective interventions and strategies. Classified staff will receive training to support the building of meaningful student relationships and strategies to deescalate behaviors.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 2,000.00 | Title II Part A: Improving Teacher Quality<br>5800: Professional/Consulting Services And Operating Expenditures<br>consultation |

## Strategy/Activity 6

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

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

All students

Strategy/Activity

Involvement of staff, parents and community:

A) Educate families on how to access online data (Illuminate).
B) All teachers utilize Remind and/or other sources to communicate with families.
C) Parent Education Nights/ Family Nights focused on Ruler and Mister Brown SEL focuses
D) Coffee & Conversation

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 1,000 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Parent Education Nights/ Family Nights |
| 1,000.00 | Other<br>5000-5999: Services And Other Operating Expenditures<br>Coffee and Conversation |
| 300.00 | LCFF<br>2000-2999: Classified Personnel Salaries<br>Child Care |

## Strategy/Activity 7

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

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

All students

Strategy/Activity

Build meaningful relationships with students families using site website, social media platforms, S'More, Blackboard, Zoom and Remind.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 6,300 | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Blackboard |
| 2,000 | District Funded<br>5000-5999: Services And Other Operating Expenditures<br>Remind |
| 100.00 | Title I Part A: Parent Involvement<br>5900: Communications<br>S'More |
| 300 | Title I Part A: Parent Involvement<br>5900: Communications<br>Zoom |

## 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

Full time counselor will be on site. Counselor will support students with social/emotional and academic tools.

**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) |
|---|---|
| 66,101 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Counselor |
| 66,101 | Other<br>1000-1999: Certificated Personnel Salaries<br>Learning Recovery Block Grant- Counselor |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

Site reflection of how to best support our students and staff after the pandemic highlighted the needs for extended growth in social/emotional learning and trauma based instruction. Identifying skill deficits and establishing a strong foundation to build a physically and emotionally safe environment will encourage attendance and reduce suspensions. Partnering with Mister Brown and Matt Reddam will provide all students (specifically our student populations in ATSI and DA) with SEL skills that will support students through social/emotional struggles and trauma that impact their attendance and academic performance. Family Nights and multiple modes of communication will positively impact school and family relationships to best support our students and address concerns/needs. Creating an attendance reward schedule will positively reward students for their efforts to attend school. Weekly site attendance meeting will increase our communication amongst the our team to best address concerns and be proactive in addressing the needs of our families to support their student's daily attendance.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Performance Math

## LEA/LCAP Goal

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies, while supporting the loss of learning due to the impact of distance learning through the pandemic.

# Goal 3

For the 2022-23 school year, the schoolwide percentage of students scoring "met or exceeded" on the CAASPP/Smarter Balanced Assessment at the end of the year will increase by 2% for each grade level or move one or more bars to the right of current scale.

## Identified Need

CAASPP 2022-2024 data revealed All Students scored "very low", a range of 96-125 points below the standard score.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP test | All Students scored "Very Low". | Met or exceeded standard will increase by 2% for each grade level, move one or more bars to the right of current scale. |

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

Improvement of instructional strategies and materials:
A. Site will use a Professional Learning Community (PLC) collaborative model to ensure that students are mastering grade level essential standards by analyzing assessment data and sharing effective instructional strategies.
B. Professional Development opportunities that address the CCSS and effective instructional strategies will be provided as needed.
C. PD will take place on two levels: Level I- district-wide staff development designed for all staff to participate, and Level II- personal mastery of specific skills.
D. Teachers will implement the PLC collaborative model to analyze data, make data-informed informed instructional plans, and share best practices to develop curriculum.

E. Teachers will continue training to collaborate effectively as a PLC.
F. Hiring an additional teacher will create smaller classes size to maximize teacher student ratios to support successful learning outcomes due to the ability to meet the diverse needs of our students.

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

| Amount(s) | Source(s) |
|---|---|
| 105,079 | Other<br>1000-1999: Certificated Personnel Salaries<br>Learning Recovery Block Grant- Math Teacher |

## Strategy/Activity 2

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

Students who are working below grade level in math.

Strategy/Activity

Purchase and implement Maneuvering Math, Reflex, Frax, and Math 180.
SWD will utilize Go Math to support success of meeting grade level learning outcomes.
Ongoing CPM Training
Increased intervention academic opportunity during the school day:
A. All students in Math A Block will be supported with intervention during the school day.
B. Students will participate in Tier 1 intervention/enrichment classes during the school day.
C. Targeted Tutoring and HW Halls will support student learning outcomes.

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

| Amount(s) | Source(s) |
|---|---|
| 4,000.00 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Relfex/Frax Bundle site |
| 300.00 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Maneuvering Math |
| 7,500.00 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Math 180 |
| 1,000.00 | Title I |

| | |
|---|---|
| | 4000-4999: Books And Supplies<br>Go Math SpEd |

## 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

Monitor program implementation and analyze student data at the end of each trimester.Staff development and professional collaboration:
A. Professional development will take place on two levels: Level I – district-wide staff development designed for all staff to participate, and Level II – personal mastery of specific skills.
B.Teachers will implement the PLC collaborative model to share best practices, develop curriculum and analyze student data
C.Teachers will continue training to become effective collaborate as a PLC.
D. Teacher will schedule PLC meetings dates during the school year to review date and create common formative assessments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## Strategy/Activity 4

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

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

All Students

Strategy/Activity

Monitoring program implementation and results:
A)Local assessment data and iReady data will be used.
B)Local assessment data (% of students meeting or exceeding proficiency) will be reported by grade level each trimester to admin to frequently monitor student progress and drive changes in instruction as needed throughout the school year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## Strategy/Activity 5

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

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

All Students

Strategy/Activity

Hire additional instructional aides to work in math classes to support learning outcomes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

Intentional implementation of the PLC process will identify our students' needs and increase the efficiency of our site's ability to respond with targeted intervention to best support our students in meeting their learning goals. Departments' formative assessments, iReady assessments, and CAASPP results will inform our site of how to proceed in best meeting and supporting our students' diverse needs. As an ATSI (Additional Targeted Support & Improvement) site and DA (Differentiated Assistance) district, these measures will support our identified student populations (SWD and student of Two or More Races). Additional academic support , such as implementing Math A intervention classes, supplemental curriculum, and hiring an additional math teacher to decrease class sizes, will increase the percentage of our identified students to meet targeted learning goals and decrease learning gaps.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Performance - English Language Learners

## LEA/LCAP Goal

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies, while supporting the loss of learning due to the impact of distance learning through the pandemic.

# Goal 4

English Learners will show growth of at least one ELPI level as measured by the ELPAC.

## Identified Need

48% of EL students increased their oral language score by 1 point, 33% increased their written language by 1 point, and 48% of EL students increased their overall score by at least 1 point.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of EL students to move RFEP status. | 18% of EL students were reclassified as fluent English proficient. | We will raise our reclassification by 2%. |
| Percent of EL students who progressed at least one ELPI level. | 62.5% of EL students increased at least one ELPI level | We will raise the percentage of our students that progress at least one ELPI Level by 2%. |
| Percent of EL students who scored Moderately Developed (3) or higher in written language on the ELPAC. | 46.5% of students scored a 3 or higher in written language on the ELPAC. | We will raise the percentage of our of EL students that will score a 3 or higher in written language on the ELPAC by 2%. |

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)

EL Students

Strategy/Activity

Reading comprehension and writing will be a primary instructional focus for all EL students to best support growth in written language on ELPAC.

**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) |
| --- | --- |
| 3,000 | Title III<br>4000-4999: Books And Supplies<br>Supplemental Support |

## Strategy/Activity 2

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

EL Students

Strategy/Activity

All teachers will participate in focused planning and discussion on the academic and social/emotional needs of ELs in conjunction with meeting the ELD standards.

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

| Amount(s) | Source(s) |
| --- | --- |

## Strategy/Activity 3

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

EL Students

Strategy/Activity

Curriculum  and supplemental materials will best support EL students to reach goal of increasing ELPI on the ELPAC.

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

| Amount(s) | Source(s) |
| --- | --- |
| 2000 | Title III<br>4000-4999: Books And Supplies |
| 2000 | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Field Trips and Incentives |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

Emphasis on writing will best support increased written language scores on ELPAC, as well as support oral proficiency.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Art Appreciation and Exploration of Careers in Art

## LEA/LCAP Goal

Provide after school high interest clubs to accelerate learning in math/reading/ELA for all students.

# Goal 5

Visual art appreciation and career explorations will facilitate the process of students working with locally, nationally and internationally known artists to explore the pathway to a career in art. Our band program engages our students and extends their appreciation of music. Extended learning opportunities focused on theatre will enhance collaborative problem solving, and self-awareness and expression. An increase opportunity for students to participate in the arts will increase student engagement and positively impact attendance and academic performance.

## Identified Need

All students need access to the arts to shape and increase their self-awareness and the awareness of others and cultures. Access to the arts will increase their connections to the school, build a foundation of understanding of the multiple art disciplines, and increase knowledge of careers in the arts.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of Palermo Middle School Students Involved in Art | N/A | 100% |
| Attendance Rate of Students Participating in the the Arts | N/A | 90% of students participating in one or more art opportunity will maintain an attendance record of 90% or higher. |

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)

6th-8th Middle School Students

Strategy/Activity

Partnering with Teaching Artists in the Schools will provide multiple opportunities for our students to increase their appreciation and career explorations of art. Theatre will be offered to the students as an extended learning opportunity, and all students will be welcomed to audition for a school wide

performance. Visual arts will be an exploratory option for all students to pursue. School wide and grade level experiences will provide our students the opportunity to work with locally, nationally and internationally known artists to explore the pathway to a career in art, as well as the process of envisioning, creating and installing an outdoor mural on campus, as well as art projects focused on self-awareness and expression, collaborative relationship building and academic enrichment.

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

| Amount(s) | Source(s) |
|---|---|
| 1,000.00 | Other<br>4000-4999: Books And Supplies<br>Supplies for Art Teacher- Prop 28 |
| 0.00 | Other<br>5000-5999: Services And Other Operating Expenditures<br>Any Given Child services provided to ELD students |
| 1,400.00 | Extended Learning Opportunity<br>4000-4999: Books And Supplies<br>Art Materials Wright/McLucas Art Club |
| 2,000.00 | Extended Learning Opportunity<br>4000-4999: Books And Supplies<br>Funding for supplementary materials, props, and costumes. |
| | Other<br>1000-1999: Certificated Personnel Salaries<br>Art Teacher Position- Prop 28 |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

Increased engagement in the arts will instill a growth mindset, increase self-confidence, improve cognition, enhance communication, and deepen cultural and self-understanding. This positive impact will increase attendance and academic achievment for all students, specifically our students identified as part of our ATSI and DA.

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

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

# 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 | $106282 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $935,458.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Rural Education Achievement Program (REAP) | $35,868.00 |
| Title I | $194,552.00 |
| Title I Part A: Parent Involvement | $400.00 |
| Title II Part A: Improving Teacher Quality | $3,600.00 |
| Title III | $5,000.00 |
| Title IV Part A: Student Support and Academic Enrichment | $37,661.00 |
| Title VII Part A: Indian Education | $24,140.00 |

Subtotal of additional federal funds included for this school: $301,221.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| | $100.00 |
| District Funded | $2,000.00 |
| Extended Learning Opportunity | $32,958.00 |
| LCFF | $9,900.00 |
| LCFF - Supplemental | $164,195.00 |
| Other | $311,127.00 |

| | |
|---|---|
| Special Education | $113,957.00 |

Subtotal of state or local funds included for this school: $634,237.00

Total of federal, state, and/or local funds for this school: $935,458.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 100.00 |
| District Funded | 2,000.00 |
| Extended Learning Opportunity | 32,958.00 |
| LCFF | 9,900.00 |
| LCFF - Supplemental | 164,195.00 |
| Other | 311,127.00 |
| Rural Education Achievement Program (REAP) | 35,868.00 |
| Special Education | 113,957.00 |
| Title I | 194,552.00 |
| Title I Part A: Parent Involvement | 400.00 |
| Title II Part A: Improving Teacher Quality | 3,600.00 |
| Title III | 5,000.00 |
| Title IV Part A: Student Support and Academic Enrichment | 37,661.00 |
| Title VII Part A: Indian Education | 24,140.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 496,231.00 |
| 2000-2999: Classified Personnel Salaries | 300,149.00 |
| 4000-4999: Books And Supplies | 86,270.00 |
| 5000-5999: Services And Other Operating Expenditures | 50,408.00 |

| | |
|---|---|
| 5800: Professional/Consulting Services And Operating Expenditures | 2,000.00 |
| 5900: Communications | 400.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 5000-5999: Services And Other Operating Expenditures | | 100.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | Extended Learning Opportunity | 24,558.00 |
| 4000-4999: Books And Supplies | Extended Learning Opportunity | 8,400.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 300.00 |
| 4000-4999: Books And Supplies | LCFF | 9,600.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 19,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 88,310.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 48,585.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 8,300.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 271,219.00 |
| 4000-4999: Books And Supplies | Other | 1,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 38,408.00 |
| 1000-1999: Certificated Personnel Salaries | Rural Education Achievement Program (REAP) | 35,868.00 |
| 2000-2999: Classified Personnel Salaries | Special Education | 113,957.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 107,925.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 73,442.00 |
| 4000-4999: Books And Supplies | Title I | 13,185.00 |
| 5900: Communications | Title I Part A: Parent Involvement | 400.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 1,600.00 |

| | | |
|---|---|---|
| 5800: Professional/Consulting Services And Operating Expenditures | Title II Part A: Improving Teacher Quality | 2,000.00 |
| 4000-4999: Books And Supplies | Title III | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title IV Part A: Student Support and Academic Enrichment | 37,661.00 |
| 2000-2999: Classified Personnel Salaries | Title VII Part A: Indian Education | 24,140.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 551,312.00 |
| Goal 2 | 254,867.00 |
| Goal 3 | 117,879.00 |
| Goal 4 | 7,000.00 |
| Goal 5 | 4,400.00 |

# 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

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Kimberly Solano | Principal |
| Dyanne Fraga | Classroom Teacher |
| Mikel Frye | Classroom Teacher |
| Seth Davis | Classroom Teacher |
| Sarah Fairbanks | Parent or Community Member |
| Kevin Rosauer | Parent or Community Member |
| Samantha Fernandes | Parent or Community Member |
| Molly Grigoruk | Parent or Community Member |
| Sarah Henry | Parent or Community Member |
| Donna Dudley | Other School Staff |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | Departmental Advisory Committee |
| | Other: District Leadership Team |

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 November 12, 2020.

Attested:

| | |
| --- | --- |
| | Principal, Kimberly Solano on November 12, 2020 |
| | SSC Chairperson, Seth Davis on November 12, 2020 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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


Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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 Educational Partner Involvement and/or Strategies/Activities).

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

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

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

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

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

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

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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