

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
Salida Middle School	50-71266-6120844	5/17/2023	6/13/2023

Purpose and Description

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

Additional Targeted Support and Improvement

Salida Middle School creates a school plan to align school goals for improving student achievement to the district's Local Control Accountability Plan (LCAP). The school became eligible for Additional Targeted Support and Improvement (ATSI) based on the student performance of the subgroups Socioeconomically Disadvantaged, Two or More Races and Students with Disabilities. (CA 2022 Dashboard)

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

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 12
- Resource Inequities 12
- School and Student Performance Data 13
 - Student Enrollment..... 13
 - CAASPP Results..... 15
 - ELPAC Results 19
 - Student Population 22
 - Overall Performance 24
 - Academic Performance 26
 - Academic Engagement 31
 - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
 - Goal 1..... 35
 - Goal 2..... 40
 - Goal 3..... 43
 - Goal 4..... 47
 - Goal 5..... 51
- Budget Summary 55
 - Budget Summary 55
 - Other Federal, State, and Local Funds 55
- Budgeted Funds and Expenditures in this Plan 56
 - Funds Budgeted to the School by Funding Source..... 56
 - Expenditures by Funding Source 56
 - Expenditures by Budget Reference 56
 - Expenditures by Budget Reference and Funding Source 56
 - Expenditures by Goal 56
- School Site Council Membership 57
- Recommendations and Assurances 58

Instructions.....59
 Instructions: Linked Table of Contents.....59
 Purpose and Description.....60
 Educational Partner Involvement60
 Resource Inequities60
Goals, Strategies, Expenditures, & Annual Review61
 Annual Review62
 Budget Summary63
 Appendix A: Plan Requirements65
 Appendix B:.....68
 Appendix C: Select State and Federal Programs70

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).

Salida Middle School has recently conducted a needs assessment to ensure our educational program aligns with the District Instructional Focus, First Good Instruction, Daily ELD, Strategic (T2) and Intensive (T3) Intervention, and a Professional Development Plan. The school leadership team and staff evaluate the LCAP Site Level Survey results. Additionally, the Leadership Team reviews the survey data. Finally, the school staff and parent representatives on the school Parent Advisory provide recommendations for changes to our educational program. Parent input is highly valued and an essential part of our decision-making process. We gather valuable information from parents through Parent Meetings, English Language Advisory Council, and Parent Club meetings. We also ask for parent feedback through an LCAP Parent Survey. Overall, our Parent Survey results show high satisfaction with our school staff and educational program. The committee process, including survey results and parent input, heavily influenced our decision-making process as we prioritized our needs and desires for our academic program. Our Educational Partners strongly support our intensive (T2) and strategic (T3) intervention programs, computer and library programs, P.E., ELA, math, and music programs.

Classroom Observations

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

Our school's focus on effective instructional strategies is reflected in the feedback and observations provided to teachers by our site administrator. These evaluations cover ELA, Math, science, social studies, electives, and PE emphasizing collaborative teacher efficacy, student engagement, and visible learning. Feedback from these evaluations informs one-to-one conversations, grade-level discussions, and staff meetings. Our tools and procedures align with Common Core State Standards and are refined each year.

In addition to our site administrator, the principal, a coach from our county office of education, and district administrative teams conduct classroom observations with a focus on lesson design to improve instructional practices. We schedule three observations per school year and debrief after each visit to fine-tune our feedback. Our goal is to deliver instruction that engages students, incorporates checking for understanding, constructive feedback, response to intervention, and challenges every student.

Our teachers use dedicated collaboration time to design and refine their lessons and assess student learning. Feedback from observations promotes idea sharing and inspires our colleagues to higher levels of performance. Through these efforts, we identify trends in instructional practices, areas of strength, and growth opportunities.

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)

According to our recent assessment, only 20.20% of Salida Middle School students met or exceeded standards in Math, while 43.06% did so in English Language Arts. ELA scores have begun to rebound while mathematics has not. Math for middle school students was the hardest hit post-pandemic as seen across the nation. Nevertheless, our staff and grade-level teams carefully review assessment results to identify areas of strength and weakness in our academic programs. We analyze data based on subject, grade, and sub-group to develop clear learning objectives and success criteria that can help accelerate learning. Our district supports this effort by providing professional development and release time for our teaching and administrative staff. Our administrators regularly observe classrooms and offer feedback to teachers so they can modify and improve their instruction. Teachers also analyze data using state standardized test results, district benchmarks, and curriculum-embedded assessments to adjust their classroom instruction and plan for interventions. Furthermore, all stakeholders use assessments to create individual student profiles and evaluate our programs and instructional practices. The district has identified SBAC, ELPAC, iReady diagnostic unit assessments, and report card data as essential evaluations for data analysis.

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

At Salida Middle School, teachers use various assessments to monitor student progress and evaluate the effectiveness of their instruction. These assessments include state and local tests that align with Common Core standards, classroom-based assessments, and benchmark results. By analyzing the data, teachers can adjust their teaching methods and intervene with students who need extra help. The assessment results also guide the intervention curriculum, with students grouped based on formative test scores. Teachers review and discuss the data regularly during PLC meetings to determine the focus of classroom instruction and the interventions needed for every grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

With the exception of three teachers, every classroom at Salida Middle School is staffed by a fully credentialed, highly qualified teacher per the requirements of the ESEA. The remaining three are working towards completing their credential requirements.

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

With the exception of three teachers, every teacher at Salida Middle School is fully credentialed, properly authorized and assigned to teach in their content area. Professional Development has been provided to all teachers in the area of Mathematics, ELA, Science, History and ELD. Our most current adoptions are StudySync was adopted in 2016, Desmos Curriculum 2021, National Geographic 2018, and Discovery Education spring 2020 for 7th and 8th and Spring 2021 for 6th grade. The remaining three are working towards completing their credential requirements.

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

Salida Union School District is committed to focused professional development which is aligned to the district's Instructional Focus Plan. The goals are to ensure each student is: proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students. To do this, professional development equips administrators, teachers, paraprofessionals, and after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time.

Professional development over the next three years will focus on:

1. Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs and to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among White, Hispanic, African American, Students with Disabilities, English learners and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students through the Positive Behavior Intervention Support.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

To aid classroom teachers in differentiating instruction for English Learners, each staff member is provided with an academic profile for each EL student assigned to his/her class. During teacher in-service sessions that are designated for analyzing student progress based on local assessments, staff members will specifically examine their EL students' academic progress. The administrative team will meet each trimester to analyze EL student progress; results will be shared with the classroom teachers. To aid in addressing the needs of English learners, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently 100% of Salida Union teachers hold their CLAD credential or its equivalent.

Grade level teams use the Data Driven Conversations to monitor student progress in math using common formative assessments.

To help English Learners achieve academically, Salida Middle School instructional strategies continue to evolve into more interactive, language-centered learning environments. All staff (classified and certificated) agreed to request students respond to questions using complete sentences. Data is provided to teachers following walk-through observation on how well effective instructional strategies are being implemented in the classroom.

School-wide Professional Development

During the 2022-2023 school year, Salida Middle School will focus professional development on effective instructional strategies and student learning.

All minimum days designated for teachers to meet in Professional Learning Communities to plan instructions, analyze assessments, develop plans for re-teaching and plans to challenge/enrichment students.

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

In the 2023-24 academic year, teachers will review student data from pre- and post-formative assessments. This will allow them to create instructional plans as part of the Achievement Team Protocol. In addition, there will be 16 release days, with four allocated per department. These days will focus on universal design for learning, with coaches assigned for ELA, math, HSS, and science.

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

Grade and department level PLCs have been implemented. These PLCs are required to meet once a week during which teachers collaborate decide upon what their students need to learn, create common assessments to gauge student learning, provide timely interventions for students that did not master standards, and create enrichment opportunities for students that mastered standards.

Teaching and Learning

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

Our classes follow the Common Core standards and use a combination of core curriculum and district-approved materials to help all students succeed. We focus on math, literacy, and English language learner classes. The State Board of Education approves our curriculums, and we work to integrate students with special needs into regular education programs. Our special education students receive support from Educational Specialists and trained teachers, as outlined in their individualized education plans.

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

At Salida Middle School, students are provided support in literacy and math through various classes. In addition, the school ensures students receive the recommended instructional minutes for reading/language arts and mathematics.

Sixth-grade students receive 53 minutes of ELA and Math instruction daily for 180 days each year. On minimum days, they get 36 minutes of Math and ELA instruction.

Meanwhile, seventh and eighth-grade students receive at least one 53-minute period of ELA and Mathematics daily for 180 days per year. On minimum days, they get 36 minutes of instruction for both subjects.

All SDC students receive math and ELA instruction based on their IEP.

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

The school's master schedule includes intervention courses for math, which aim to meet the needs of every student. In addition, teachers follow the District's curriculum for English, math, science, and social studies, while PE and elective teachers have developed pacing guides for the upcoming academic year of 2023-2024.

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

All students receive standards based textbooks, including online curriculum and teachers have access to support materials, as well as supplemental fiction and non-fiction reading materials.

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

Salida Middle School uses SBE-adopted and standards aligned instructional materials in all academic areas including our Intervention classes.

Opportunity and Equal Educational Access

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

Salida Middle School strives to ensure that all students have equal access to the core curriculum during regular school hours. Therefore, the school offers various instructional programs based on individual student needs to achieve this. Here are some examples:

1. Every 6th-grade student receives 53 minutes of instruction in Math and English Language Arts.
2. 7th and 8th-grade special education resource students attend general education classes with the support of a paraprofessional or resource teacher throughout the day.
3. SDC students may also join regular education programs if appropriate.

The school's general education program is designed to support struggling students with scaffolded instruction, while daily interventions aim to meet the needs of our long-term English Learners.

Evidence-based educational practices to raise student achievement

The school plan of Salida Middle School includes five goals, with three aimed at enhancing academic performance in Mathematics, English-Language Arts, Science, History, and English proficiency for English learners—the fourth objective deals with boosting parental involvement and student engagement in school activities. In addition, the school focuses on implementing research-based instructional practices, such as effective teaching methods and common formative assessments, to adjust teaching approaches and provide timely interventions.

Parental Engagement

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

Salida Middle School takes proactive measures to support students experiencing academic, social, or emotional difficulties. Students can access multiple educational interventions and programs, including ASPIRE, a student study team, and two math support classes. ASPIRE provides homework help, tutoring, recreational activities, and nutritious snacks. The student study team comprises parents, teachers, and administrators who collaboratively explore interventions and develop solutions for struggling students. Additionally, the school has two academic counselors and one mental health clinician to assist with social and emotional needs. Salida Middle School values family support and strives to increase communication and support for families.

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)

Regularly scheduled meetings are held for English Learner Advisory Committee (ELAC) and Parent Advisory Committee, where parents, community members, teachers, students, and school staff participate to plan, implement, and evaluate school programs. In addition, these committees invited parents and community representatives to develop the school plan. During these meetings, site administrators sought input and shared information with parents about the current instructional program and progress toward the 2022-23 goals. After review, both committees voted to recommend the document for acceptance by the Board of Education for the 2023-2024 school year. Before presenting to ELAC and the Parent Advisory Committee, the site leadership team (consisting of six classroom teachers and the principal) reviewed and suggested changes and revisions to the document.

Funding

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

During the 2022-2023 school year, Salida Middle School received four types of funding: Lottery, ASES, and ASES Supplemental funding. These funds are specifically designated to support underperforming students in meeting academic standards. In addition to these funding sources, the school offers a variety of programs and services to assist struggling students. These include a school counselor who helps with academic and behavioral challenges, professional development opportunities for teachers and administrators, common planning time, and resources for English learners. The school also employs staff to manage the library and computer labs, ensure student safety, and oversee after-school programs. Additionally, students can participate in intercession classes during Winter Break, Spring Break, and Summer sessions, and parents are invited to attend workshops designed to help them support their children's education. Finally, the school covers expenses related to website maintenance, ELPAC testing, and conflict resolution management.

Fiscal support (EPC)

Salida Middle School has enough funds from the District and Site budgets to meet the needs of all students. We focus on improving students' literacy and mathematics skills by allocating general and categorical fiscal resources. We have planned several activities for the 2023-24 school year to enhance academic performance, social-emotional well-being, and school safety for our students and families.

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

At Salida Middle School, Educational Partners participate in monthly meetings with the School Climate Committee. The school is not categorized as a Title One School. Twice a year, district-wide events occur where goals are discussed at both the district and site levels. Before these meetings, student performance data is reviewed at the district and school levels.

Resource Inequities

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

After the comprehensive needs assessment was completed, the data showed no resource inequities to be addressed.

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	%	%	0.14%			1
African American	2.6%	2.28%	2.16%	20	18	16
Asian	3.3%	3.42%	4.05%	25	27	30
Filipino	1.7%	1.01%	1.22%	13	8	9
Hispanic/Latino	68.2%	69.58%	69.05%	521	549	511
Pacific Islander	0.9%	1.01%	1.22%	7	8	9
White	16.9%	16.10%	16.62%	129	127	123
Multiple/No Response	3.3%	3.30%	2.97%	25	26	22
Total Enrollment				764	789	740

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	230	264	232
Grade 7	282	245	255
Grade 8	252	280	253
Total Enrollment	764	789	740

Conclusions based on this data:

1. Enrollment increased in 2021-2022, but decreased for the year 2022-2023.
2. The number of students enrolled in different grades varies. Specifically, there has been a decrease of at least thirty students in both 6th and 8th grade, while 7th grade has seen an increase of ten students.
3. In the last three years, there has been a fluctuation in the enrollment of 6th, 7th, and 8th-grade students. Specifically, 6th-grade enrollment increased and then decreased, while 7th-grade declined in the 2021-2022 school year but increased in the following year. Additionally, 8th-grade enrollment increased initially but then reduced in the 2022-2023 school year.

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	163	205	215	21.30%	26.0%	29.1%
Fluent English Proficient (FEP)	185	163	132	24.20%	20.7%	17.8%
Reclassified Fluent English Proficient (RFEP)	10			6.1%		

Conclusions based on this data:

1. It is imperative that Long-term English Language Learners receive prompt and additional assistance. The District's curriculum should be implemented daily to enhance their English language proficiency. The continuous rise in the number of English Learners highlights the pressing need for urgency in this matter.
2. The enrollment of English Language Learners (ELL) at Salida Middle School has varied by at least 7.8% annually since 2020-2021. Additionally, our percentage of students proficient in Fluent English has decreased by 6.4%.
3. In the 2022-2023 academic year, there was a substantial rise in the number of reclassified students from 14 to 24.

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 Scores			% of Enrolled 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
Grade 6	228	256		219	255		219	254		96.1	99.6	
Grade 7	282	254		272	253		271	252		96.5	99.6	
Grade 8	259	283		231	279		231	279		89.2	98.6	
All Grades	769	793		722	787		721	785		93.9	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2492.	2507.		9.13	11.02		30.14	33.86		24.20	23.62		36.53	31.50	
Grade 7	2503.	2542.		7.38	11.90		26.57	37.30		28.04	26.98		38.01	23.81	
Grade 8	2517.	2521.		4.76	7.89		30.30	27.96		26.84	27.24		38.10	36.92	
All Grades	N/A	N/A	N/A	7.07	10.19		28.85	32.87		26.49	25.99		37.59	30.96	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	12.84	13.39		51.83	57.48		35.32	29.13		
Grade 7	10.33	14.29		59.04	62.70		30.63	23.02		
Grade 8	9.52	13.98		52.81	49.46		37.66	36.56		
All Grades	10.83	13.89		54.86	56.31		34.31	29.81		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.09	13.39		54.59	53.54		35.32	33.07	
Grade 7	11.81	17.46		51.66	62.30		36.53	20.24	
Grade 8	6.49	8.96		54.98	54.48		38.53	36.56	
All Grades	9.58	13.12		53.61	56.69		36.81	30.19	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	11.47	18.50		68.81	69.29		19.72	12.20	
Grade 7	8.12	11.51		76.38	76.98		15.50	11.51	
Grade 8	5.63	11.83		75.32	67.03		19.05	21.15	
All Grades	8.33	13.89		73.75	70.96		17.92	15.16	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	12.33	11.42		67.12	71.65		20.55	16.93	
Grade 7	12.92	16.67		65.31	66.67		21.77	16.67	
Grade 8	9.96	14.70		69.70	65.95		20.35	19.35	
All Grades	11.79	14.27		67.27	68.03		20.94	17.71	

Conclusions based on this data:

1. In 6th grade, only 44.88% of students were able to meet or exceed the English Language Arts standards. The percentage of students who met or exceeded the standards improved in 7th grade, with 49.2% meeting or exceeding the standards. However, in 8th grade, only 35.85% of students could meet or exceed the English Language Arts standards. For 6th grade, 44.88% of students Exceeded or Met Standards for English Language Arts. For 7th grade, 49.2% of students Exceeded or Met Standards for English Language Arts. For 8th grade, 35.85% of students Exceeded or Met Standards for English Language Arts.
2. The average scores for all students in each category range from 69.81% (near or above standard) to 84.85%. However, reading scores for 7th and 8th-grade students have the highest percentage of students who do not meet the standards (23.02% and 36.56%, respectively). Meanwhile, in the writing category, the highest rate of students failing to meet the standards is in 6th grade (33.07%).
3. Based on the CAASPP data presented above, our strengths lie in the areas of listening and research/inquiry, while we have room for improvement in reading and writing. To address this, we plan to work closely with our PLC groups to enhance our instructional strategies and focus on our target areas. Our PLC conversations will be data-driven, focusing on each claim and overall proficiency.

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 Scores			% of Enrolled 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
Grade 6	228	256		219	255		219	255		96.1	99.6	
Grade 7	282	253		271	250		271	250		96.1	98.8	
Grade 8	259	283		231	278		231	277		89.2	98.2	
All Grades	769	792		721	783		721	782		93.8	98.9	

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2469.	2480.		7.31	9.41		11.87	14.51		33.33	33.73		47.49	42.35	
Grade 7	2476.	2471.		4.80	6.00		15.87	12.40		29.15	27.20		50.18	54.40	
Grade 8	2479.	2482.		4.33	5.78		12.55	12.64		26.84	23.47		56.28	58.12	
All Grades	N/A	N/A	N/A	5.41	7.03		13.59	13.17		29.68	28.01		51.32	51.79	

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6	6.85	9.80		39.27	44.71		53.88	45.49				
Grade 7	5.56	4.80		49.63	44.00		44.81	51.20				
Grade 8	3.46	4.33		47.19	48.38		49.35	47.29				
All Grades	5.28	6.27		45.69	45.78		49.03	47.95				

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	6.39	7.45		47.49	52.94		46.12	39.61	
Grade 7	7.01	7.20		54.61	50.40		38.38	42.40	
Grade 8	7.79	6.50		51.95	48.74		40.26	44.77	
All Grades	7.07	7.03		51.60	50.64		41.33	42.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	7.76	5.10		57.53	68.63		34.70	26.27	
Grade 7	5.90	6.40		64.94	60.00		29.15	33.60	
Grade 8	3.90	6.14		67.97	57.76		28.14	36.10	
All Grades	5.83	5.88		63.66	62.02		30.51	32.10	

Conclusions based on this data:

1. In the 2021-2022 school year, 20.2% of students in grades 6-8 met or exceeded standards, reflecting a 1.2% improvement from the previous year.
2. Out of all the 6th, 7th, and 8th-grade students who took the CAASPP, only 20.2% were able to exceed or meet the standard. Specifically, 23.92% of 6th graders, 18.4% of 7th graders, and 18.42% of 8th graders could meet or exceed the standard. Unfortunately, 51.79% of students across all grades did not meet the standard, with 42.35% of 6th graders, 54.4% of 7th graders, and 58.12% of 8th graders not meeting the standard.
3. It is essential to have ongoing professional discussions regarding the curriculum and students' progress. Collaborate with SCOE to conduct math PLCs and engage in data-driven conversations to help guide instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1519.5	1514.2		1520.1	1500.2		1518.3	1527.8		53	69	
7	1524.4	1539.6		1528.7	1535.5		1519.7	1543.4		63	57	
8	1532.8	1541.6		1529.0	1537.6		1536.1	1545.2		44	66	
All Grades										160	192	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.55	2.90		47.17	55.07		35.85	28.99		9.43	13.04		53	69	
7	12.70	26.32		36.51	35.09		26.98	26.32		23.81	12.28		63	57	
8	23.26	22.73		20.93	30.30		34.88	31.82		20.93	15.15		43	66	
All Grades	13.84	16.67		35.85	40.63		32.08	29.17		18.24	13.54		159	192	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	24.53	14.49		58.49	53.62		11.32	20.29		5.66	11.59		53	69	
7	28.57	35.09		34.92	49.12		20.63	5.26		15.87	10.53		63	57	
8	23.26	30.30		37.21	33.33		25.58	22.73		13.95	13.64		43	66	
All Grades	25.79	26.04		43.40	45.31		18.87	16.67		11.95	11.98		159	192	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1.89	1.45		24.53	21.74		41.51	53.62		32.08	23.19		53	69	
7	7.94	10.53		12.70	26.32		39.68	45.61		39.68	17.54		63	57	
8	9.30	15.15		18.60	22.73		39.53	36.36		32.56	25.76		43	66	
All Grades	6.29	8.85		18.24	23.44		40.25	45.31		35.22	22.40		159	192	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.32	18.84		66.04	71.01		22.64	10.14		53	69	
7	15.87	12.28		58.73	73.68		25.40	14.04		63	57	
8	6.98	18.18		65.12	60.61		27.91	21.21		43	66	
All Grades	11.95	16.67		62.89	68.23		25.16	15.10		159	192	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	66.04	14.49		28.30	72.46		5.66	13.04		53	69	
7	52.38	75.44		33.33	12.28		14.29	12.28		63	57	
8	53.49	41.54		34.88	47.69		11.63	10.77		43	65	
All Grades	57.23	41.88		32.08	46.07		10.69	12.04		159	191	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.43	4.35		37.74	50.72		52.83	44.93		53	69	
7	9.52	17.54		31.75	50.88		58.73	31.58		63	57	
8	16.28	18.18		23.26	33.33		60.47	48.48		43	66	
All Grades	11.32	13.02		31.45	44.79		57.23	42.19		159	192	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.43	10.14		83.02	84.06		7.55	5.80		53	69	
7	4.76	10.53		79.37	78.95		15.87	10.53		63	57	
8	2.33	6.06		76.74	84.85		20.93	9.09		43	66	
All Grades	5.66	8.85		79.87	82.81		14.47	8.33		159	192	

Conclusions based on this data:

1. In general, English Language (EL) students still require assistance in gaining proficiency in the English language. Personalized English Language Arts (ELA) teaching helps students to enhance their Reading and Writing outcomes on the ELPAC and CAASPP assessments. For the 2021-2022 academic year, 57.3% of English Language Learner (ELL) students achieved level 3 or 4.
2. There is a need for improvement in reading and listening skills, but the StudySync ELA curriculum's Integrated ELD component is helpful for students. However, having designated ELD specifically for newcomers and students at Level 1 or 2 would be beneficial.

3. During PLCs, it is recommended to concentrate on the ELPAC scores of 2022-2023 to promote an increase in reclassifications for ELA.

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
789	70.6	26.0	0.5
Total Number of Students enrolled in Salida Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	26.0
Foster Youth	4	0.5
Homeless	8	1.0
Socioeconomically Disadvantaged	557	70.6
Students with Disabilities	97	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.3
American Indian		
Asian	27	3.4
Filipino	8	1.0
Hispanic	549	69.6
Two or More Races	26	3.3
Pacific Islander	8	1.0
White	127	16.1

Conclusions based on this data:

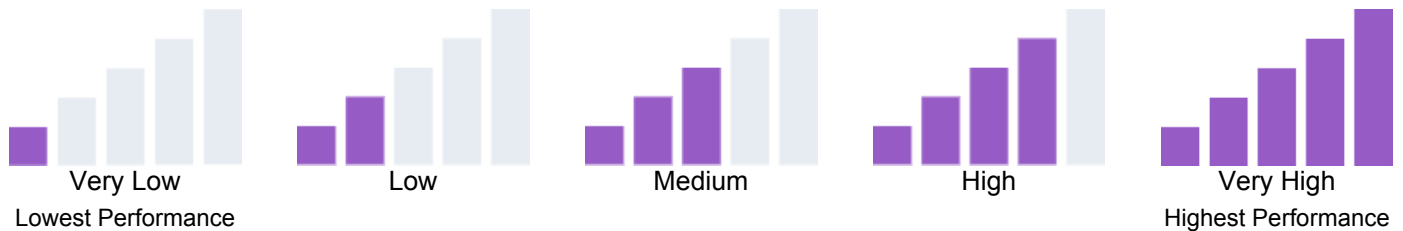
1. Salida Middle School has a diverse student population, but the largest group is Hispanic at 69.6%, followed by White at 16.1%. English learners (ELs) comprise only 26% of the total population. Additionally, 70.6% of SMS students come from socioeconomically disadvantaged backgrounds.
2. All students enrolled in SMS are eligible for free meals. Our Socioeconomically Disadvantaged percentage decreased from 74% to 70.6%
3. The percentage of English Learners students has risen from 21.3% to 26% in the current school year (2021-2022). By utilizing Imagine Learning to provide Integrated ELD and differentiated instruction, we hope to help these students and ultimately reclassify them.

School and Student Performance Data

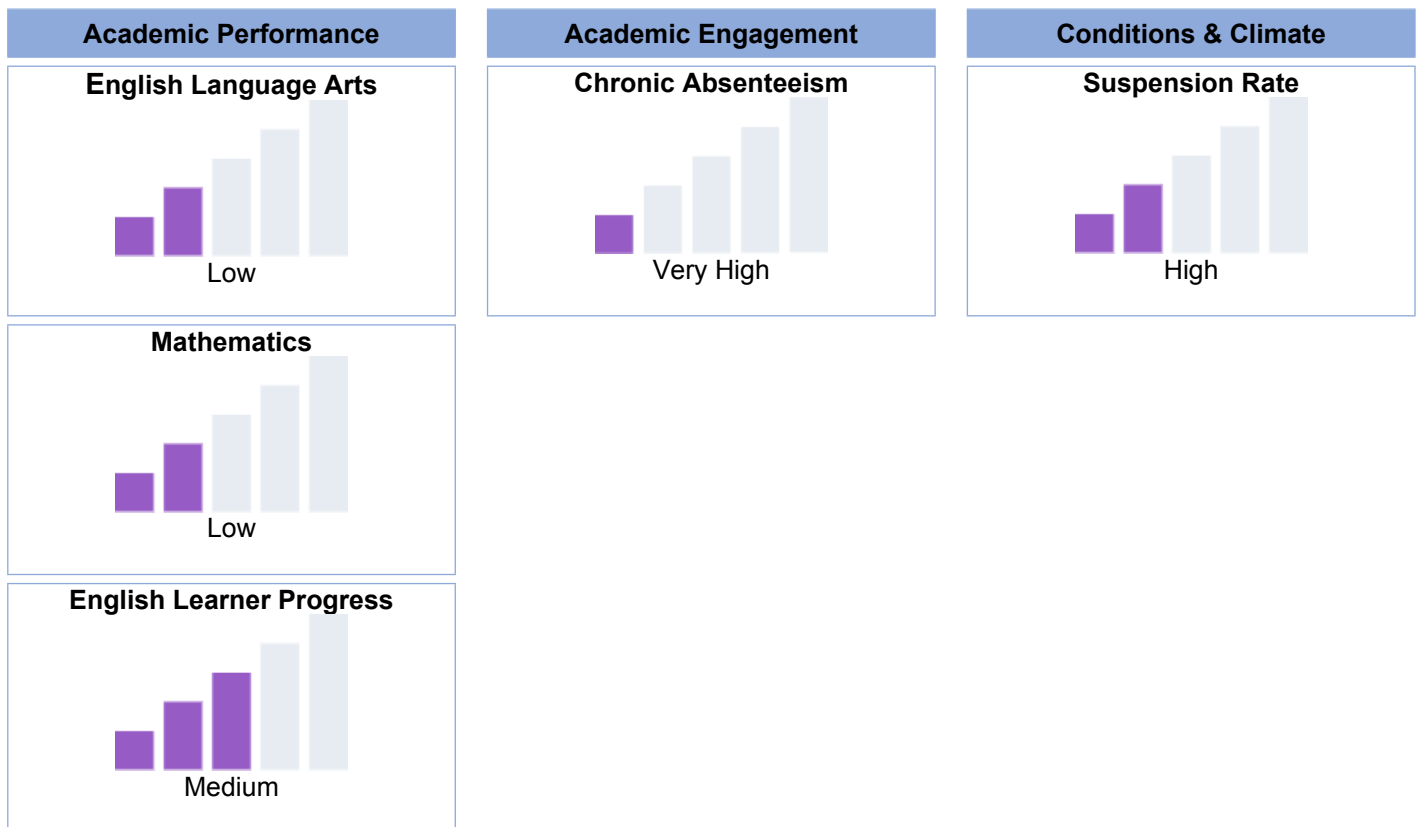
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- All students, including English Learners and Socioeconomically Disadvantaged, scored low on the English Language Arts portion of the SBAC. In addition, students with Disabilities scored very low.
- Out of all the English Learners, 41.8% made progress at least on the ELPI level. Unfortunately, only 3.3% of them maintained an ELPI level 4. However, 33.2% of the ELs could maintain ELPI levels 1, 2L, 2H, 3L, and 3H. On the other hand, 21.7% of the ELs experienced a decrease in their ELPI level.

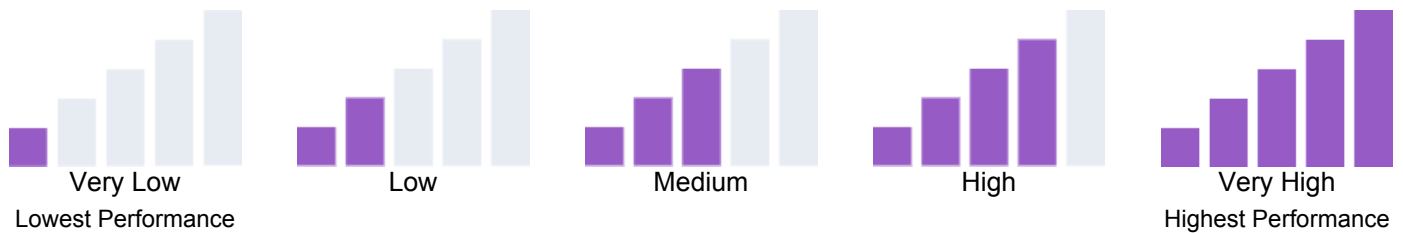
3. Salida Middle School has successfully improved its Chronic Absenteeism and suspension rates by implementing a new Vision Statement that guides staff in PBIS, academics, and attendance. As a result, the suspension rate decreased by 3.66%, from 11.8% in 2021-2022 to 8.14% in 2022-2023. In addition, chronic Absenteeism decreased by 9.28%, going from 31.18% in 2021-2022 to 21.9% in 2022-2023. This comprehensive approach has been instrumental in achieving the school's goals.

School and Student Performance Data

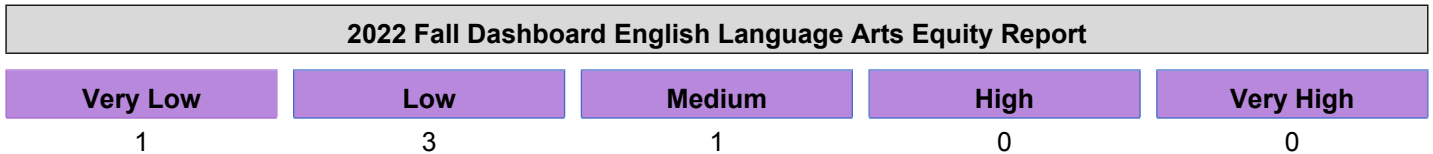
Academic Performance English Language Arts

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

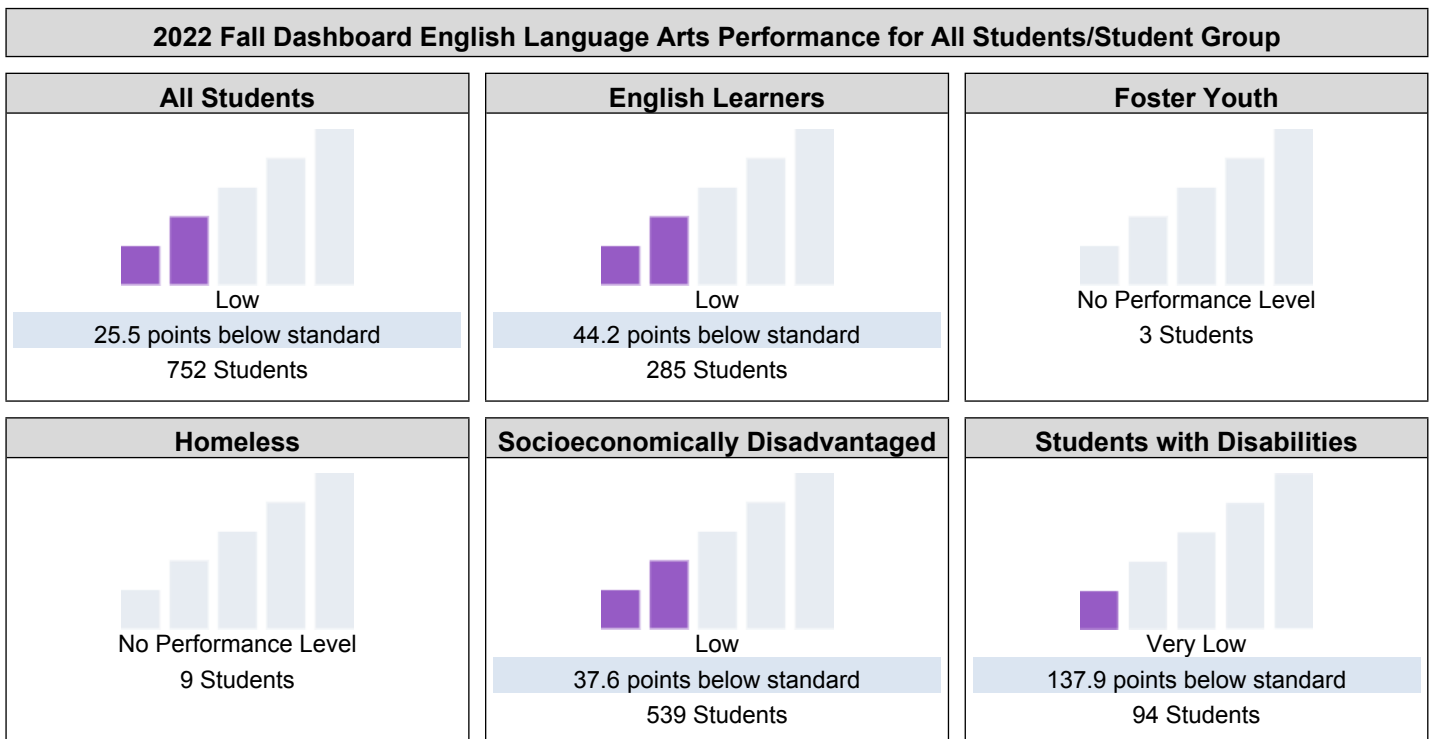
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



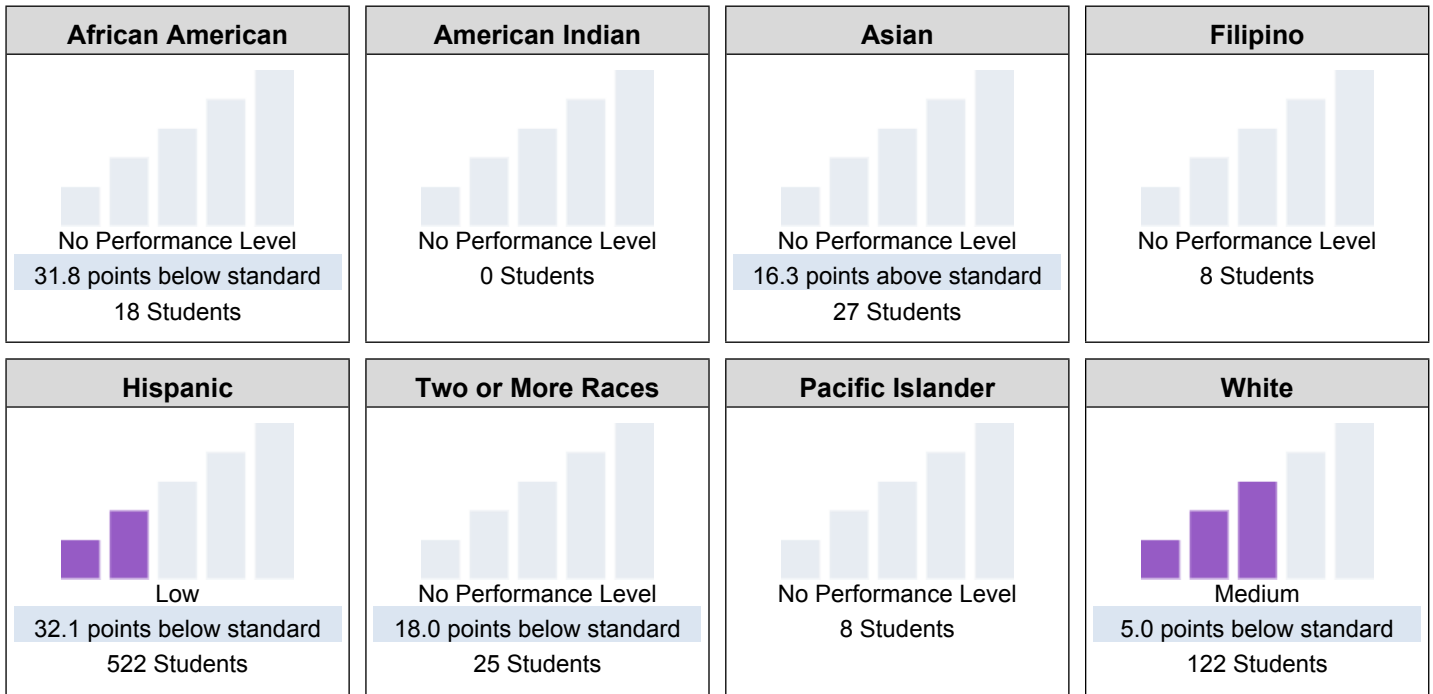
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>89.5 points below standard</p> <p>178 Students</p>	<p>31.1 points above standard</p> <p>107 Students</p>	<p>20.0 points below standard</p> <p>404 Students</p>

Conclusions based on this data:

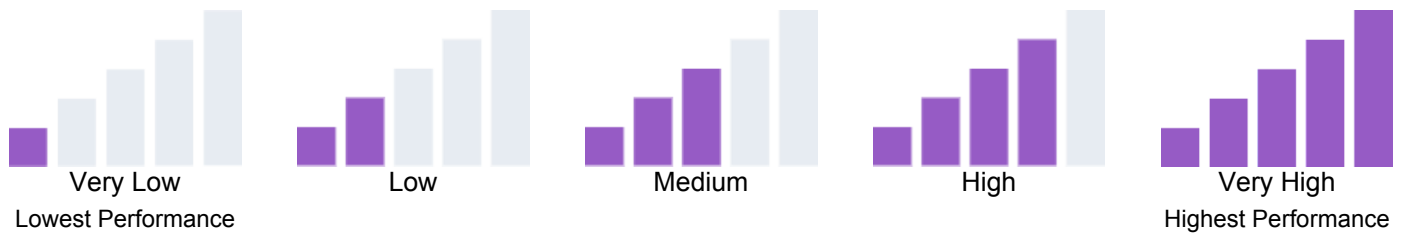
1. The English Language Arts scores of all students, including English Learners and those from socioeconomically disadvantaged backgrounds, were low. Additionally, the scores of students with disabilities were very low.
2. Hispanic students scored low, while White students scored medium.
3. Out of 178 English learners, their current scores are 89.5 points below the standard, while those who have been reclassified as proficient are performing 31.1 points above the standard.

School and Student Performance Data

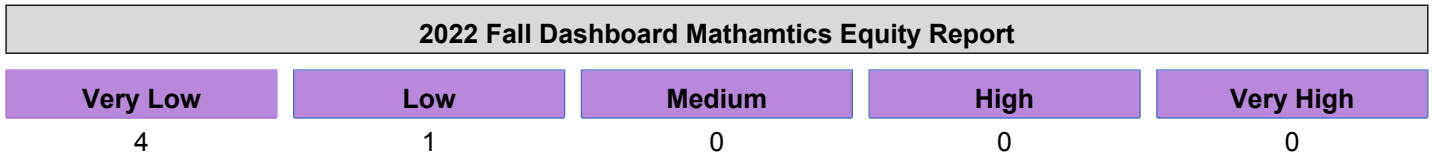
Academic Performance Mathematics

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](#).

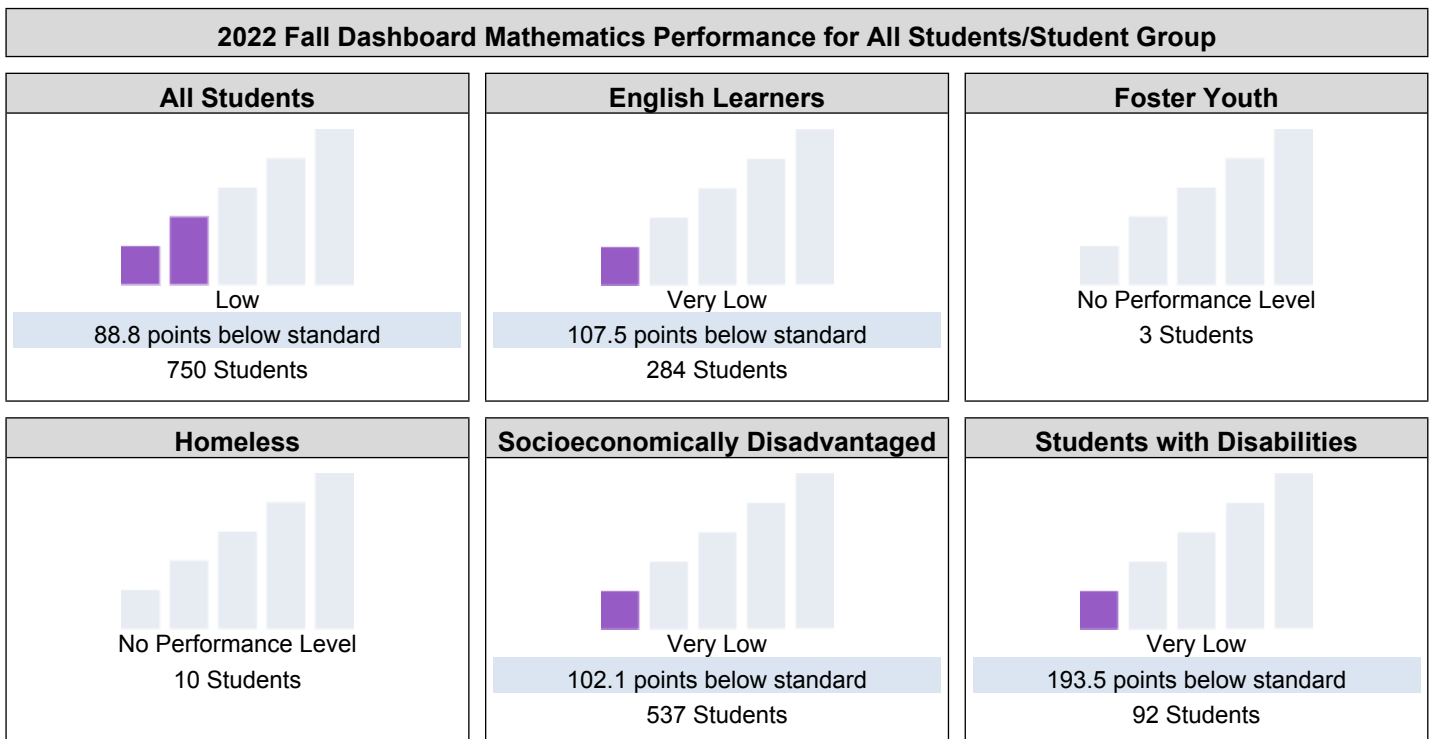
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



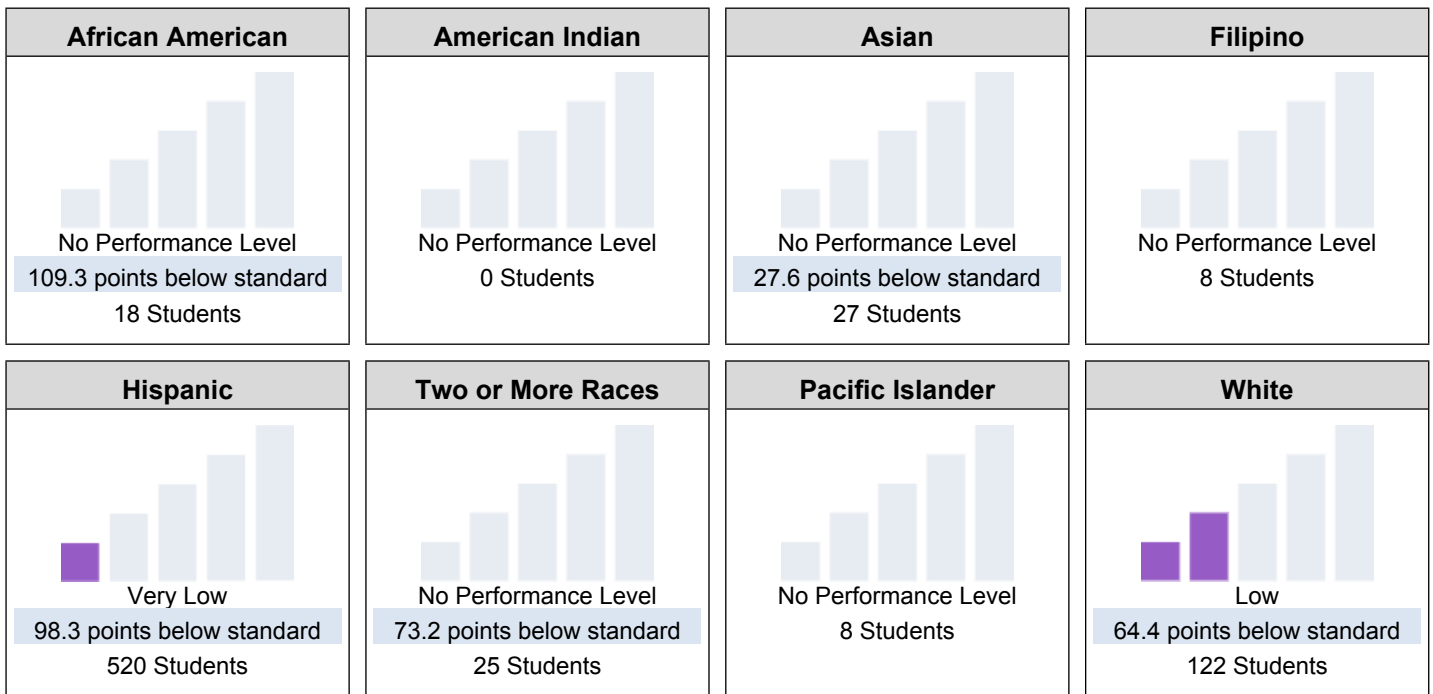
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.0 points below standard 177 Students	43.7 points below standard 107 Students	82.8 points below standard 403 Students

Conclusions based on this data:

1. In mathematics, all students scored 88.8 points below the standard. Furthermore, there was a decrease of 32.3 points from the previous year, and all students were in the low-performance category.
2. According to the data, Hispanic students scored 98.3 points lower than the standard, while White students scored 64.4 points below the standard. This indicates that Hispanic students scored significantly lower than White students, who also scored low.
3. We currently have 284 English Learners scoring 107.5 points below the standard. However, there has been an improvement of 46 points. Despite the progress, English Learners still require our attention.

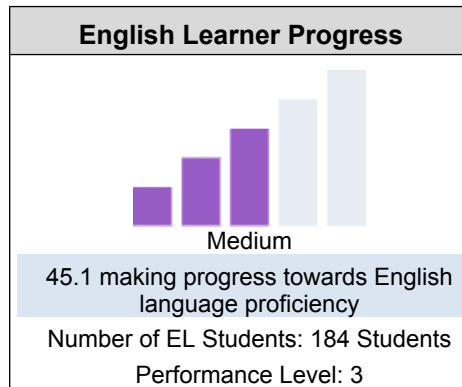
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.7%	33.2%	3.3%	41.8%

Conclusions based on this data:

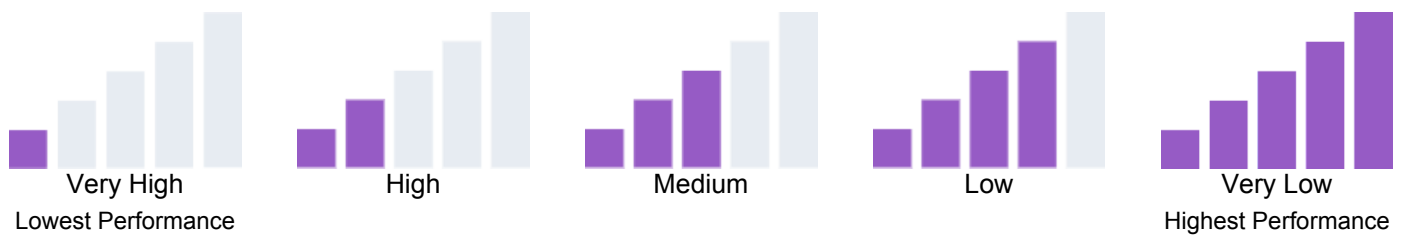
- Based on the data, 45.1% are improving their English Language Proficiency. Among the current EL students, 21.7% dropped one ELPI level, 33.2% maintained their ELPI level at 1, 2L, 2H, 3L, or 3H, 3.3% held their ELPI level at 4, and 41.8% progressed by at least one ELPI level.
- Most students learning English as a second language are currently at performance Level 3.

School and Student Performance Data

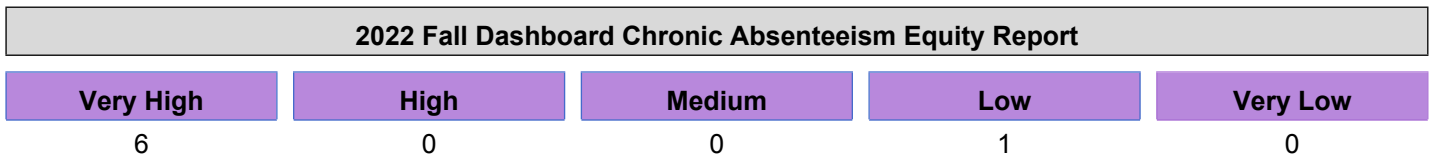
Academic Engagement Chronic Absenteeism

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

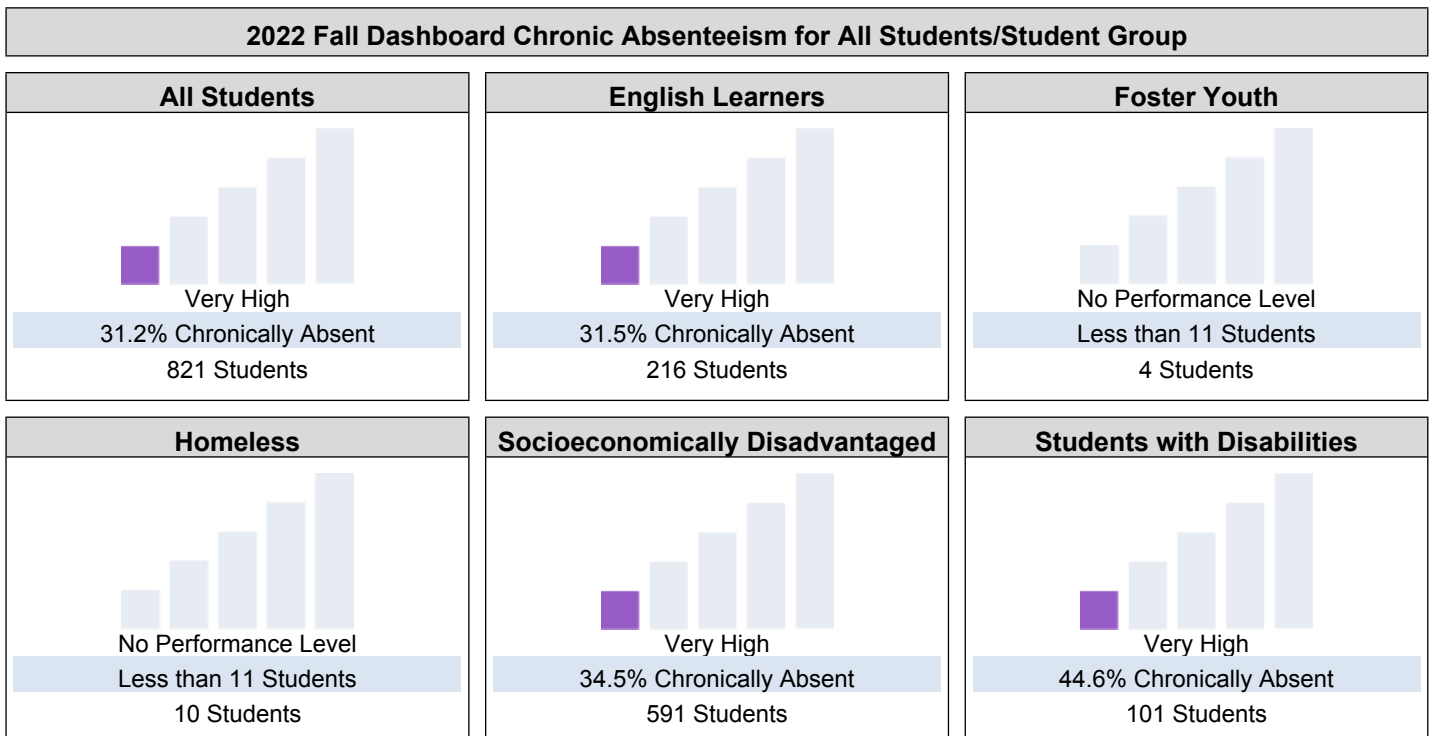
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



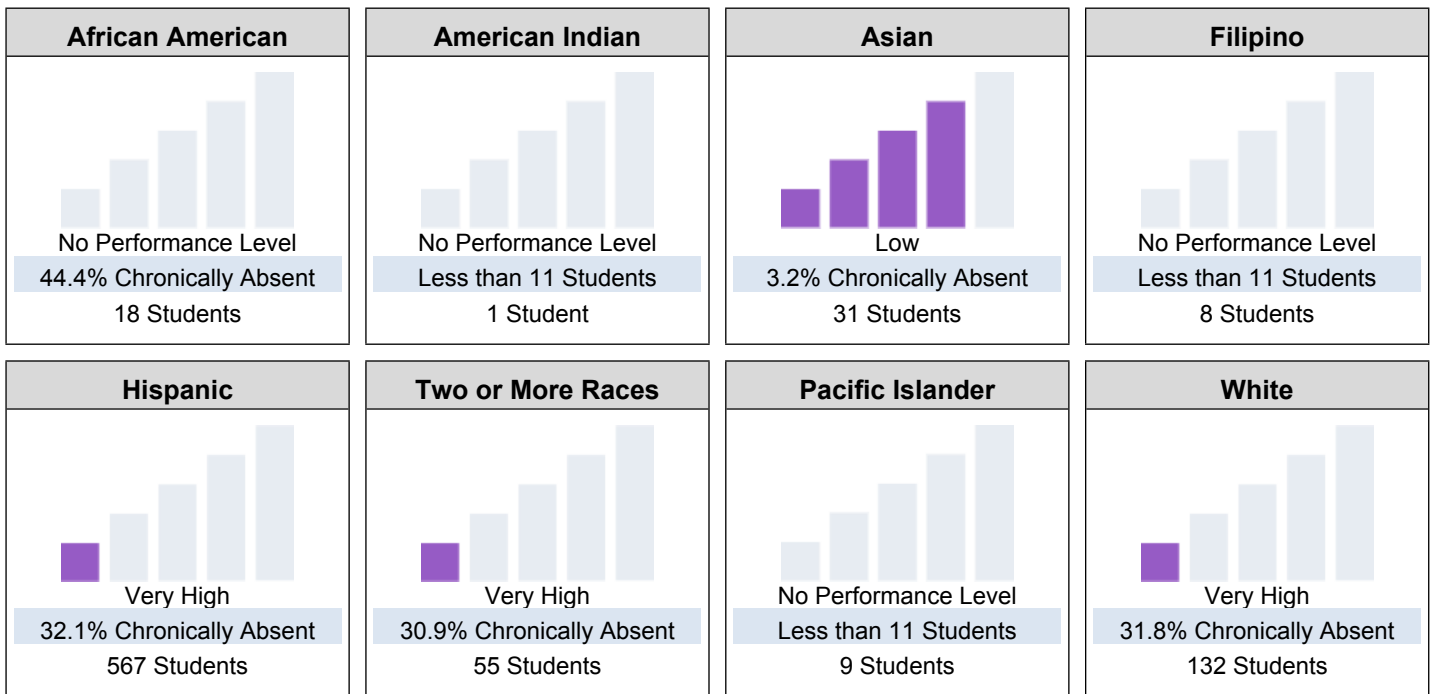
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

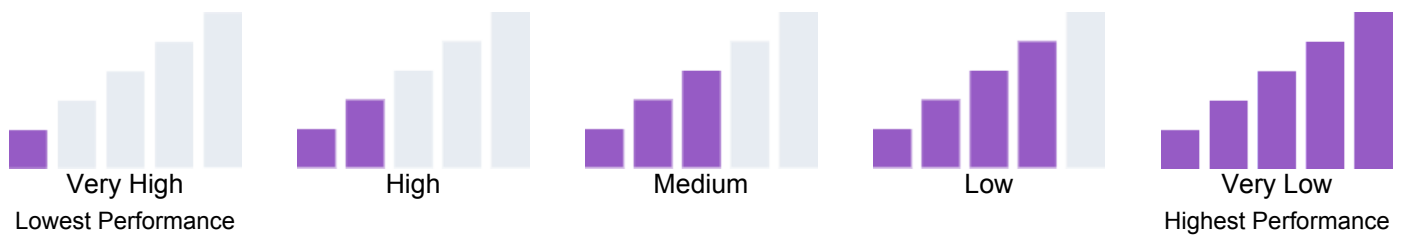
1. Of the 821 students, around 256, or 31.2%, were chronically absent, a significant increase of 23.8% from the previous year. The number of students from a socioeconomically disadvantaged background is also high at 34.5%. Additionally, the percentage of students with disabilities who were chronically absent is even higher at 44.6%.
2. There has been a significant increase of 21.9% in the percentage of White subgroup students who are chronically absent, with the rate rising from 9.9% to 31.8%. Additionally, Hispanic students had a high rate of chronic absence at 32.1%.
3. Among 216 English Learners, 31.5% have a chronic absenteeism rate, which is significantly higher than the average rate among students.

School and Student Performance Data

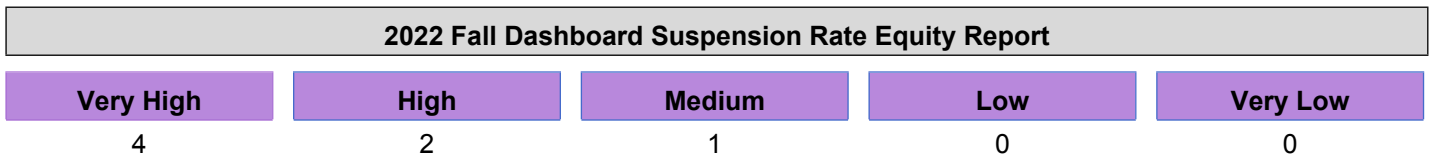
Conditions & Climate Suspension Rate

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

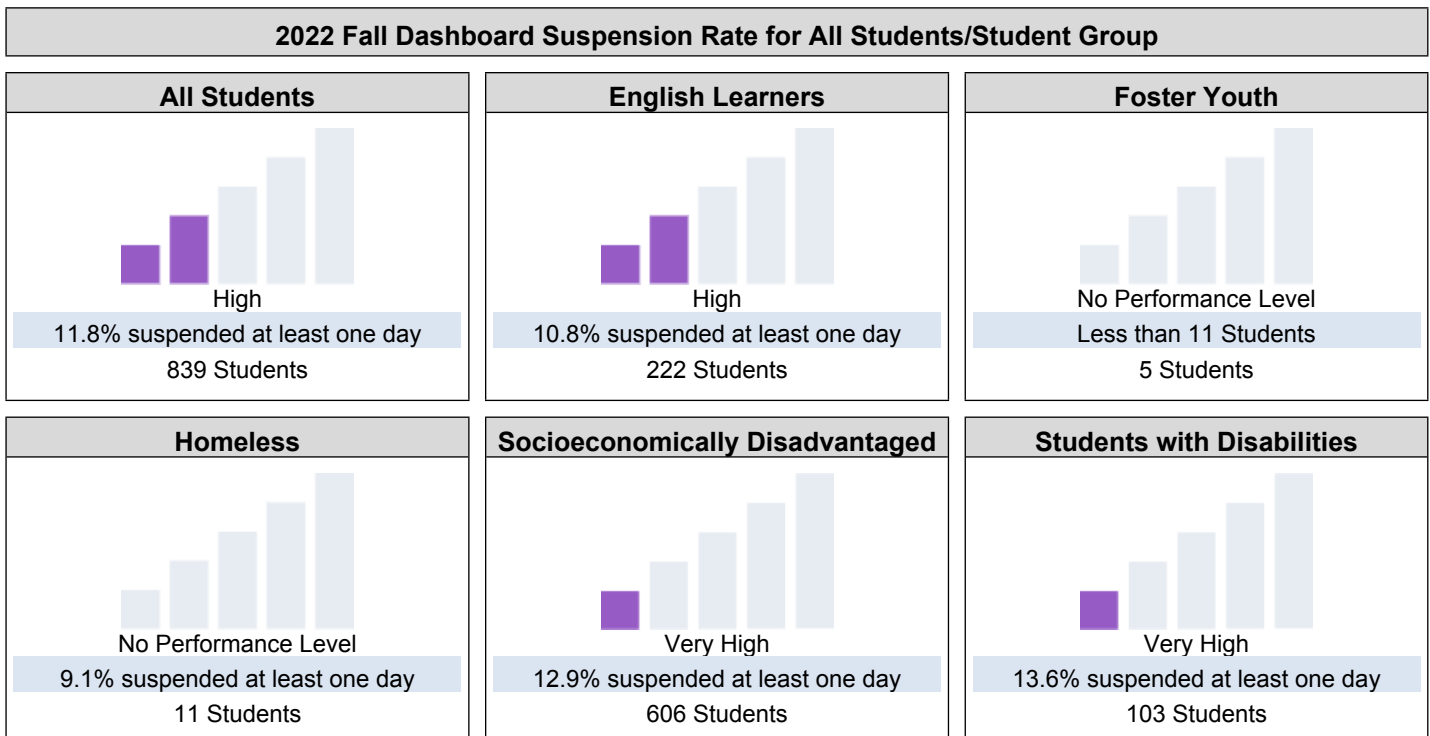
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



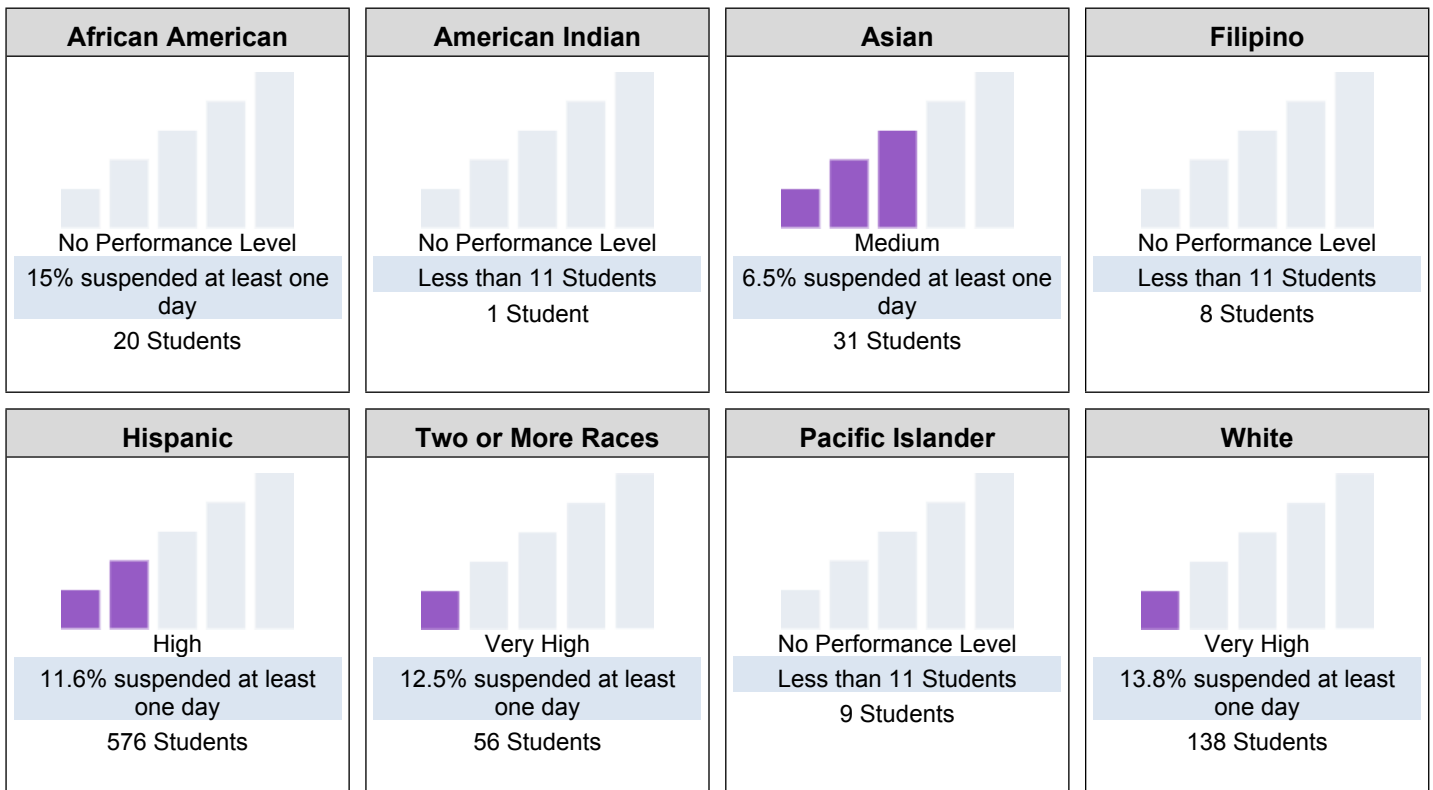
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Most subgroups fell in either the high or very high-performance levels, indicating an overall increase in suspensions in the 2020-2021 school year. Of the 839 students, 11.8% were suspended for at least one day.
2. The suspension rate for Hispanic students was 11.6%, while the rate for students with disabilities was even higher at 13.6% and White students are 13.8%.
3. Throughout the 2021-2022 academic year, PBIS played a crucial role in reinforcing positive behavior through proactive techniques and alternative measures to suspension. In addition, the PBIS Leadership Team effectively ensured that all staff members were trained to establish a school culture that is both productive and optimistic. It is worth noting that PBIS is an ongoing process, and here at Salida Middle School, we remain steadfast in our commitment to implementing positive interventions aimed at further reducing suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement - English Language Arts/Literacy

LEA/LCAP Goal

Our goal is to prepare every student for college and career success. To achieve this, we prioritize implementing the Common Core State Standards and creating a learning environment that is exceptional, equitable, and challenging for all students.

Goal 1

At Salida Middle School, we are committed to improving students' academic achievement by implementing effective instructional practices. This includes utilizing UDI, a challenging and engaging curriculum, and assessments that align with California Common Core State Standards.

Identified Need

Our target is to improve the number of students who meet or exceed standards in SBAC ELA testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-English Language Arts/Literacy	Fall 2022 CA Dashboard ELA All: 25.5 points below standard (Low) EL: 44.2 Points below standard (Low) SED: 37.6 Points below standard(Low) SWD: 137.9 Points below standard (Very Low)	Increase 20 points or more to: All: 5.5 points below standard EL: 24.2 Points below standard SED: 17.6 Points below standard SWD: 117.9 Points below standard
CAASPP test scores in ELA	43.06% of students Met or Exceeded standards on 2021-2022 CAASPP	Increase by 5% 48.06%

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

Consistent utilization of the core curriculum is crucial for effective teaching. Close monitoring through staff development and analysis of formative assessments is necessary to ensure progress. In addition, the Achievement Team Protocol must be utilized to make any necessary adjustments to instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

In order to guarantee the success of students in the core curriculum, it is imperative that we concentrate on enhancing Tier 1 differentiated instruction. This can be accomplished by prioritizing instructional support, creating academic response opportunities, and offering praise when deemed suitable.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will deliver Tier II instruction to students who require additional support to meet grade-level expectations but do not qualify for Special Education Services. This instruction will be integrated into their daily schedule in addition to their core instruction. Our teachers will differentiate instructional groups, model effective strategies, assess understanding, and provide personalized feedback to every student. Furthermore, we will schedule dedicated planning days to design Learning Intentions, Success Criteria, and learning progressions for instructional units and plans.

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

Establishing and communicating Learning Intentions and Success Criteria using the Achievement Team Protocols is crucial for ensuring effective classroom learning.

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)

EL subgroup

Strategy/Activity

English language learners must apply their language skills to all academic content rather than just learning the basics in isolation. The key to achieving this lies in utilizing Integrated ELD instructional strategies that teach language skills throughout the curriculum, emphasize productive language, provide ample processing time for students, and employ a variety of teaching methods.

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)

EL Students

Strategy/Activity

Students receive personalized language instruction during Designated ELD every day. This instruction is given during regular school hours and is specifically designed to help English learners develop the necessary language skills for academic content learning. Designated ELD utilizes visual aids and precise language to teach students how to organize their ideas and become more

aware of their learning process. It also prioritizes the state-approved ELD standards to ensure students develop critical English language skills.

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

Weekly PLCs and subject-specific release days will be scheduled throughout the year to ensure the development of protocols for analyzing student data and implementing effective instruction. This includes deliberate planning, enactment, observation, and reflection.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Plan district-wide structured grade-level collaboration meetings for the purposes of analyzing formative assessment data, planning instruction and responding to intervention needs. These meetings will also provide opportunities for Co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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.

The English Language Arts teachers held meetings with PLCs; however, they have expressed the need for more time to collaborate.

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

The planned implementation and budgeted expenses for achieving the stated goal were identical.

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

We will have release days and collaborative Wednesdays for teachers' professional learning. In addition, administrators and teachers will participate in monthly data conversations during PLC times.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement - Mathematics

LEA/LCAP Goal

Ensure all students are college and career ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 2

Salida Middle School is committed to improving academic achievement by implementing effective instructional practices, engaging curriculum, and adhering strictly to Common Core State Standards. In addition, our responsibility is to provide all students with an equitable and challenging learning environment.

Identified Need

To increase the number of students who meet or exceed standards as measured by SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Mathematics	Fall 2022 CA Dashboard ALL: 88.8 points below standard (Low) EL: 107.5 Points below standard (Very Low) SED: 102.1 Points below standard (Very Low) SWD: 193.5 Points below standard (Very Low)	Increase 15 points or more to: ALL: 73.8 points below standard EL: 92.5 Points below standard SED: 87.1 Points below standard SWD: 178.5 Points below standard
CAASPP test scores in Math	20.20% of students Met or Exceeded standard on 2021-2022 CAASPP	Increase by 5% 25.5% Met or Exceeded Standards

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We aim to ensure that all students receive consistent and high-quality instruction by implementing and monitoring the core curriculum. We also provide Tier I instruction to support students' learning. Our staff development program focuses on improving teaching practices and monitoring progress through analyzing formative common assessments. Additionally, we prioritize teaching academic and content vocabulary through the Desmos Curriculum, also known as Desbook. Implement and monitor the use of core curriculum with fidelity for all students by providing Tier I instruction. Staff development focuses on refining and monitoring progress toward good first instruction using analysis of formative common assessments. Focus on teaching academic and content vocabulary through the Desmos Curriculum (Desbook).

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

We will continue and improve Tier II instruction to give extra support to the core curriculum, by having math support classes. In addition, students who need extra math help or are performing below grade level will receive Tier II instruction to develop specific skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schedule weekly Professional Learning Communities and use Data-Based Conversations to analyze formative assessment data, adjust instruction, and respond to the intervention needs of students. Utilize Professional Learning Communities guided by the four questions to support the implementation of Common Core State Standards: 1. What do we want students to learn? 2. How do we know if they learned it? 3. What do we do if they learned it? 4. What do we do if they don't learn it?

Proposed Expenditures 3 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)

Students with Disabilities

Strategy/Activity

Plan district-wide structured grade-level collaboration meetings for the purposes of analyzing formative assessment data, planning instruction and responding to intervention needs. These meetings will also provide opportunities for Co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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.

Teachers receive strategies and techniques to enhance their math instruction through training and math walks provided by the Stanislaus County Office of Education.

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

The planned implementation and budgeted expenses for achieving the stated goal were identical.

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.

On Wednesdays, teachers will work together to enhance their professional development. In addition, once a month during PLC time, administrators will participate in Data Conversations that focus on instructional practices.

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

Closing Achievement Gap-English Learners

LEA/LCAP Goal

Provide a rigorous academic intervention program for students identified as long-term ELs (LTELs) or at-risk of reclassification.

Goal 3

To effectively improve the English language skills of learners and attain English proficiency, a thorough examination of classroom benchmarks and CAASPP results is crucial. The primary objective is to significantly increase the percentage of EL students who demonstrate annual improvement in the ELPAC Summative Assessment.

Identified Need

Increase number of students scoring 4 overall on ELPAC so that more students reclassify before high school.

Increase the number of students meet and exceed standards as measured by SBAC ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard English Learner Proficiency Index (ELPI)	CA Dashboard Fall 2022 English Learner Progress Indicator (ELPI)	ELPI Increase by 5% to Medium to high
ELPAC Scores	45.1% making progress towards English language proficiency low (184 students)	ELPAC Outcomes:
EL Student CAASPP Scores		Overall: Increase the percentage of students achieving at each level by 5% (10 students at each level advancing one or more levels)
Reclassification	<ul style="list-style-type: none"> 41.8% (77 EL students) progressed at least one ELPI Level 3.3% (6 EL students) maintained ELPI level 4 33.2% (61 EL students) maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, 3H) 21.7% (40 EL students) decreased at least one ELPI level 	Scores by Domain: Increase by 5% (10 students) the number of students performing in the Well Developed level Decrease by 7% (13 students) the number of students performing in the Beginning level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>ELPAC Scores (2021-22) 192 EL students tested Overall: 17% Scored in Level 4 (32 Students) 41% Scored in Level 3 (78 Students) 29% Scored in Level 2 (56 Students) 14% Scored in Level 1 (26 Students)</p> <p>Scores by Domain: Listening - 17% Well Developed/15% Beginning Speaking - 42% Well Developed/12% Beginning Reading - 13% Well Developed/42% Beginning Writing - 9% Well Developed/8% Beginning</p> <p>EL Student 2022 CAASPP Scores (285 Students tested)</p> <p>ELA - 14.74% of EL's Met or Exceeded the Standard ELA - Overall EL's performance is 44.2 points below standard/distance from Standard Met - increased points from 2020-2021</p> <p>Math-3.19% of EL's Met or Exceeded the Standard Math-Overall EL's performance is 107.5 points below standard/distance from Standard Met - increased points from 2020-2021</p> <p>Reclassification Rate: 7.6% (14 students) of 184 English learners</p>	<p>EL Student CAASPP Scores:</p> <p>ELA - Increase by 10% (29) the number of students performing at Met or Exceeded the Standard ELA - Decrease distance from Met Standard by 7 points</p> <p>Math - Increase by 10% (29) the number of students performing at Met or Exceeded the Standard Math - Decrease distance from Met Standard by 5 points</p> <p>Increase reclassification rate by 5% (10 students)</p>

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

A practical approach to teaching students is to prioritize academic and content vocabulary, encourage the use of sentence stems, and emphasize the importance of speaking and writing in complete sentences. This includes proper sentence structure, paragraph development, and punctuation.

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)

EL Students

Strategy/Activity

We will enhance and improve Tier II instruction to offer targeted assistance that complements the core curriculum. Specifically, we will provide English language support to all EL students by utilizing computer-based tools such as Study Sync and Imagine Learning to deliver intensive language instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

To promote reclassification, it is imperative that ELPAC scores are thoroughly analyzed to accurately identify the academic 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)

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.

Imagine Language & Literacy is the designated program for our EL students during class time, per the teachers' instructions. Furthermore, vocabulary-based instruction will take precedence, as it is a key component of our Tier 2 educational approach.

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

The planned implementation and budgeted expenses for achieving the stated goal were identical.

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.

Before the ELPAC testing date, offer practice tests to all students. These practice assessments can be utilized in the classroom to assist with teaching. In addition, teachers will concentrate on aiding student learning by providing language support and facilitating academic discussions during content lessons.

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

Communication and Parent Engagement

LEA/LCAP Goal

As a team, parents, families, and educational partners will work together to support student education and ensure academic success.

Goal 4

Salida Middle School is committed to strengthening its relationship with families and the community to enhance attendance and academic achievement for every student.

Identified Need

Improve two-way communication with families and involve them as educational partners through the Parent Square communication tool and Coffee with the Principal events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Student Survey Data 2022-2023	Parent/Student Survey Data 2022-2023	Our objective is to ensure maximum participation in the Parent Survey to obtain valuable feedback on the school culture, communication, and support services. Furthermore, we are determined to improve the outcomes of the Student Survey at or above 90%.
Student LCAP Survey	Parent Survey (42): Welcoming Environment - 86% School Connectedness - 97% Communicating Effectively - 88.5% School Involvement - 80% Student Survey (738): School Climate - 69.5% Reading/Literacy - 43.5% Lunch-time Activities- 64%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The administrators will be present before school and during dismissal, engaging with parents and students to foster a friendly and inclusive atmosphere. Furthermore, the office staff will warmly welcome educational partners, families, and students upon entering the office and provide them with helpful and compassionate assistance.

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

To enhance communication with parents, we will share important updates on the school website and ParentSquare. In addition, starting from the 2023-2024 school year, monthly progress reports via ParentSquare to inform students of their academic achievements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Plan and organize community events by meeting monthly with the Parents Club and teacher representatives.

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

Scheduling and management of the Student Awards Assemblies will take place every trimester. These assemblies recognize exceptional attendance, behavior/character, and academic achievement among students, with the expectation that their parents will attend. Furthermore, we have the PBIS Rewards program in place to acknowledge outstanding students, teachers, parents, and support staff every month.

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

We will implement school-wide incentives and competitions between grade levels to encourage good grades, attendance, and behavior. These will be tracked using PBIS Rewards.

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)

8th grade Students

Strategy/Activity

An event will be organized for parents of eighth-grade students at Gregori High School. The school administrator and academic counselors will provide valuable information to the parents during this event. Moreover, students will receive a brochure that explains the criteria for participating in end-of-year promotional activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Salida Middle School uses Positive Behavioral Intervention Strategies (PBIS) to foster a safe environment and enhance student learning.

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.

At Salida Middle School, the PBIS Rewards Program was utilized to monitor behavioral status and encourage active participation from all staff members.

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

The planned implementation and budgeted expenses for achieving the stated goal were identical.

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

We will offer more opportunities for parents to get involved in their children's education through increased outreach efforts.

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

Social Emotional /Positive Behavior Intervention Support

LEA/LCAP Goal

Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure, and well maintained modern facility for learning that foster student engagement.

Goal 5

At Salida Middle School, we prioritize student achievement by providing a safe and secure learning environment that promotes social-emotional skills and academic success. To achieve this, we have two academic counselors who will teach students about social-emotional skills through class lessons. We also utilize PBIS to model and enforce positive behavior, ensuring the safety of all students and staff. Additionally, we strive to enhance student engagement and encourage attendance by maintaining a safe environment.

Identified Need

Providing continual training in restorative practices and behavioral interventions for all educational partners is essential to assist with the suspension rate and maximized positive social-emotional reinforcements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension	Suspension Rate	Reduce Suspension Rate by 5%
CA Dashboard - Chronic Absenteeism Attendance Report	<p>All: 11.8% suspended once (Very High)</p> <p>EL: 10.8% suspended once (High)</p> <p>SED: 12.9% suspended once (Very High)</p> <p>SWD: 13.6% suspended once (Very High)</p> <p>Chronic Absenteeism</p> <p>All: 31.2% chronically absent (Very High)</p> <p>EL: 31.5% chronically absent (Very High)</p> <p>SED: 34.5% chronically absent (Very High)</p> <p>SWD: 44.6% chronically absent (Very High)</p>	<p>All: 6.8% suspended once (Very High)</p> <p>EL: 5.8% suspended once (High)</p> <p>SED: 7.9% suspended once (Very High)</p> <p>SWD: 8.6% suspended once (Very High)</p> <p>Decrease Chronic Absenteeism by 5%</p> <p>ALL: 29% chronically absent</p> <p>EL: 26.5% chronically absent</p> <p>SED: 29.5% chronically absent</p> <p>SWD: 39.6% chronically absent</p>

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

Utilizing everyday language that emphasizes the core values of respect, responsibility, and readiness is essential in the classroom. Implementing Positive Behavioral Intervention Strategies (PBIS) is a highly effective approach to redirecting student behavior and optimizing their educational experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Participation in Positive Behavior Rewards is for all students during each trimester assembly at 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)

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

Improve the process of creating and executing a positive behavior support system (PBIS) and restorative justice throughout the 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)

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 PBIS Team convenes once a month to assess activity data and devise a strategic action plan to address undesirable behavior.

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)

Electives for 7th and 8th grade students and all PE students

Strategy/Activity

To enhance the educational experience of our 7th and 8th-grade students, we have introduced a new Computer Science elective. Additionally, we are expanding the curriculum of the PE department by procuring new equipment. These measures will promote statewide testing and contribute to developing our students' physical well-being.

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)

12,000

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies

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.

During the 2021-2022 school year, PBIS was rebooted for our discipline program and Rachel's Challenge was adopted for our Social Emotional Learning.

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

The planned implementation and budgeted expenses for achieving the stated goal were identical.

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.

Reassigning of classrooms to ensure student safety during lockdown. A fence will be moved on the south side of Building 100, so that all classrooms are behind a fence.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$12,000.00

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 (\$)
Title IV Part A: Student Support and Academic Enrichment	\$12,000.00

Subtotal of additional federal funds included for this school: \$12,000.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$12,000.00

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
Title IV Part A: Student Support and Academic Enrichment	12,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 5	12,000.00

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

Name of Members	Role
Gena King	Principal
Jennifer Paddock	Classroom Teacher
Jeff Kuhlmann	Classroom Teacher
Stephanie Diaz	Parent or Community Member
Marian Trapp	Other School Staff
Emmanuel Ponce Ramirez	Secondary Student
Kiah Applegate	Parent or Community Member
Joanna Parocua	Parent or Community Member
Lisa Zwart	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/2023.

Attested:




Principal, Gena King on 5/17/2023

SSC Chairperson, Marian Trapp on 5/17/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019