School Year: **2023-24**

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

Addendum: Regulatory requirements and general instructions.

Appendix D: Guiding Questions: Use as prompts (not limits).

California School Dashboard Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Colonel Mitchell Paige Middle Principal: Kerry Sperber (760) 238-9710 kerry.sperber@desertsands.us	33-67058-0111021	May 22, 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)

Schoolwide Program

Additional Targeted Support and Improvement

Special Education Students in ELA and Math

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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.
In 2022 the school had been identified as Additional Targeted Support and Improvement, based on the subgroup of SWD in ELA, which is in the red, two levels below the All student group, which is yellow). SWD in math is in the red, which is one level below the All student group, which is orange. In addition, in 2022's data; improvement was needed with SWD in the areas of chronic absenteeism and suspension, which are orange, one level below the All student group, which is yellow. The highest percentage of absenteeism fell within the SWD subgroup.
This past year we were able to assess students using the i-Ready diagnostic given in the Fall, Winter and Spring.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Colonel Mitchell Paige Middle School, home of the Patriots, opened its door for the first time in August 2006. Our goal is to prepare our students for college and career and thus, into the future, even after they leave us and move on to high school. Teachers deliver curriculum that adheres to the Common Core State Standards and use a variety of instructional strategies to meet the needs of all students. They reach out to students beyond the classroom and offer after school tutoring, after school sports, clubs, performing arts, robotics, AVID, ASB, WEB, etc. Good attendance, grades, and positive behavior are continually emphasized. Every student at Paige has an Advisory Class that meets weekly which acts like a homeroom where students take care of activities such as (i.e. digital citizenship, homework check, organization), work on ST Math, i-Ready, and Social Emotional Learning (SEL).

Located in La Quinta, CA. Paige Middle School serves the socioeconomically and ethnically diverse populations from La Quinta, Palm Desert, and Bermuda Dunes in grades 6-8 and is identified as a School wide Title I/Additional Targeted Support and Improvement (ATSI) middle school. The school's Fall 2022 student enrollment was 496, of which 76% are of Hispanic descent, 14% are White, 1% are African American, 4% Asian, and 3% other ethnicity. Spanish is the home language of nearly all the English learners, representing about 17% of the school's enrollment. Of the school's un-duplicated pupil percentage of 79.4%, are from low-income families eligible for free or reduced-priced meals, less than 0.1% Foster Youth, and 17.4% are students with Individual Education Plans (IEPs). Paige programs focused on incorporating WICOR strategies, intervention and Student Engagement, in all ways, improving state test scores.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

This year's SPSA will focus on Climate and Culture schoolwide, working with Special Education students, Specialized Academic Instruction (SAI), on how to increase student achievement, lower suspensions and absences. Without CAASPP students will be working to make their stretch goals in i-Ready ELA and math. 3 Diagnostics will be given throughout the year measuring progress. Math has been an area of concern for our students. Our teachers will receive extra time for lesson planning and collaboration. Beside the regular SAST and common preps each department will have and extra full day with their grade levels and RSP teacher spending the day planning.Time will be allotted based on implementation of co-teaching model. Teachers will be supported with professional development, release time, Instructional Coach assistance, District TOSA's in all subjects of support, and materials they need to enhance student learning. Positive incentives and recognition of student achievement will be acknowledged continually throughout the year using our PBIS Rewards system, which will be tracked by our Tier 1 team. Professional development will continue in the area of climate and culture and student engagement. In addition, the staff will continue to address the Panorama climate survey (Social Emotional Learning -SEL), since the results
for 2022-23 indicated an 11 point drop in Teacher-Student Relationships. Teachers will utilize Advisory time to build relationships and implement PD that will occur during the school year.

A highlight for our year has been implementing our Wellness Hub. We have crafted a hub of rooms that includes our school counselor, our LMFT, our SAP counselor, our Intervention Teacher, and our support para that work to support students emotional and academic well being and health on campus. The room serves as an alternative to suspension and students who would otherwise be suspended are given an opportunity to reflect and learn from their mistakes, provide presentations based on lessons they receive about whatever their infraction is and who they want to be, and they are followed up and cared for after they leave. The Wellness Hub team also serves as the Tier II support team which focuses on a proactive approach to identify students who are struggling and get them placed into groups or check in procedures with adults on campus so they can feel safe and learn while at school. This room has already services hundreds of students and offers year-round small group therapy for students who are struggling with a variety of needs.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Paige Middle School has made a lot of progress with the MTSS and Tier II systems. The team has been established and there is a structure in place for students to be referred for services and structures in place to determine what students need and funnel them into the appropriate resources we have. A designated Wellness Room has been established that students are able to obtain access to through use of Break Cards. An additional Patriot Lounge has been established as a safe space for students to access during lunch, and an on campus alternate to suspension room has been put in place with structures in place for lessons to be carried out based on the student violation, assignments to be completed, and counseling to happen if necessary. The use of the MTSS and Tier II team strategies and structures have helped service students and identify needs for mental health and wellness. To date, the Tier II team has met and reviewed 128 Request for Assistance forms (which are filled out by teachers, staff, students, and parents). The LMFT has held 159 1:1 interventions and counseling sessions, the SAP counselor has met with 711 students in either 1:1 counseling sessions or through group counseling services. All of this includes Risk Assessments, Small Group Therapy, Individual Therapy, and Insight (Drug/Alcohol) counseling for students. The alternate to suspension room has worked with 182 students using restorative practices. All of these services have helped with suspension rates, absenteeism, sense of belong, and recidivism.

Additionally, Paige Middle School has made progress in climate and culture by establishing many after school and before school clubs for students. Students have had the ability to participate in Cooking, Drama, E-Sports, Digital Storytelling, and Phonics. In addition to the after school clubs, ASB and Renaissance were offered as electives to students and for the first time since pre-COVID, the school was able to host a Winter Ball, rallies, and a Back to School Night for students and parents. Lastly, the Band program has grown, and students have been to competitions and been showcased in community events throughout the Coachella Valley.

Furthermore, additional strengths at Paige Middle School include the rollout of training for teachers and staff regarding UDL, PLC, and AVID strategies. Teachers participated in training hosted by Riverside County Office of Education to learn about what UDL is and different ways to begin to implement it in the classroom. They also participated in case studies for Alvarado Middle School, professional development days dedicated to PLC training from Dr. Muhammad, and five teachers participated in AVID Summer Institute.

Academically, students have shown growth from the Fall to Winter iReady Diagnostic. The Reading i-Ready Winter Diagnostic showed an 8% overall growth in all three grade levels for students at or above grade level. The Math iReady Winter Diagnostic showed a 6% overall growth in all three grade levels for students in the at or above grade level.

ELPAC scores saw a shift between 2020/2021 and 2021/2022 with an overall increase in Level 4 scores of 2% overall. For the 2022/2023 school year, all except three students who scored an overall four on the 2021/2022 ELPAC have been reclassified.

On the Panorama survey, students response for Grit and Teacher Student Relationships were the highest ranked responses from students, which emphasizes that the push to build the Wellness Hub and establish the Tier II team is also showing in student perceptions.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Climate and culture still needs improvement. According to the Panorama survey, School Safety and Sense of Belonging both ranked on the lowest ends of the scores. The site needs training in restorative conversations and trauma informed language and teaching strategies. The population of students at Paige Middle School has a large percentage of students that are struggling social-emotionally (INSERT PANORAMA SURVEY DATA). To help mitigate this, SEL lessons need to be implemented regularly into classrooms and used with a focus approach during Advisory time. While the Tier II system has improved and done great work, there needs to be a stronger and better structured Tier I team. A Behavior Matrix and flowchart needs to be established and agreed upon, classroom versus office managed behaviors need systems put in place, and the PBIS Rewards System needs to be monitored and utilized with greater fidelity.

Academically, according to iReady projected proficiency levels, ELA CAASPP scores are likely to be stagnant and Math CAASPP scores are likely to fall backwards by 4%. This indicates that we need additional intervention classes for both Reading and Math and we need Phonics classes to be implemented. Furthermore, our At-Risk groups (EL, SPED, Foster & Homeless Youth) are all scoring in iReady Reading and Math at significantly lower levels than their non-At-Risk groups. Further supports, interventions, and training for teachers on how to utilize strategies for EL and SPED need to be put in place and monitored throughout the year for fidelity and accountability. A need for further training in UDL implementation is needed in order to have teachers using this as the norm instead of just theoretically.

Overall, school wide strategies for behavior, SEL, trauma informed language and restorative practices, as well as school wide strategies for academics, UDL, PBL, AVID, EL, SPED, and SED need to be implemented and done with fidelity to help students achieve both social-emotionally and academically at a higher percentage.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the most recent CAASPP data, approximately 55% of all students are scoring at the Level 1 (Standard Not Met) score for SBAC Math and approximately 36% of all students are scoring at the Level 1 (Standard Not Met) score for the SBAC ELA. Performance Gaps as indicated by CAASPP data show that our EL population is significantly higher for students scoring a Level 1 (Standard Not Met) for both Math and ELA, with Math scores at 85% Level 1 and ELA scores at 68%. This indicates a huge performance gap that needs to be addressed. Additionally, according to the most recent iReady data for Math and ELA (Winter Diagnostic 2023), overall placement shows ELA at 53% of students scoring 2 or more grade levels below proficiency in English, with English Learners at 92% two or more grade levels below, SPED at 88% two or more grade levels below, and economically disadvantaged students at 57% two or more grade levels below. For Math, overall placement shows Math at 51% two or more grade levels below proficiency, with English Learners at 82% two or more grade levels below, SPED at 90% two or more grade levels below, and economically disadvantaged students at 54% two or more years below grade level.

To assist with narrowing/closing the achievement gap in ELA we have switched the master schedule to include two single subject teachers for ELA instead of using Gen Ed teachers who teach multiple blocks and multiple content areas, we have added three Phonics classes to the schedule, with a focus given for our EL students and SPED students who have not tested out of Phonics on the iReady test. We have also created a true co-teaching model in the master schedule where the SPED teacher who teaches the SDC ELA and Math classes will also be the teacher who pushes into the same grade level ELA and Math classes so that there can be better alignment to the curriculum.

To assist with narrowing/closing the achievement gap in math, the master schedule will include four math lab classes that are targeted to students who did not score out of the Numbers and Operations domain in the iReady diagnostic. These labs will be taught by Math teachers at the same grade level in order to provide necessary pre-teaching and scaffolding for regular classroom curriculum as well as a focus on the gaps that are consistent with the group as identified by iReady.

Continued supports for our students will focus on using EL and SPED strategies woven into all classroom instruction, AVID strategies school-wide, a continued focus on UDL and integrating PBL, and building awareness around SED students and building relationships with all kids through our Advisory weekly class.

Resource Inequities

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

Based on the data, we have chosen to continue to focus on culture and climate (as identified in the Panorama Data) of creating school safety for all on campus and a sense of belonging. In order to do that, we need to focus more on trainings and conferences for restorative practices, trauma informed language in the classroom, how to build structures and systems in class that are equitable, how to align structures and systems so that all are receiving what they need in the classroom. We need to increase the focus of specific school-wide strategies and begin to implement walkthroughs. Another strategy that will be utilized in the upcoming school year will be instructional coaching cycles with all teachers. Because so many students are two or more grade levels below in both Math and English, teachers will be further trained on UDL and PBL strategies, as well as increasing the number of intervention classes (four math labs from three, and three new Phonics classes).

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

School Site Council/ELAC Meetings

09/29/2022 2022-23 proposed discussion of budget priorities/student subgroups, growth targets
11/17/2022 Discuss 2022-23 SPSA goals to address applicable Dashboard indicators
2/02/2023 Monitor and evaluate actions and services of SPSA to gain input for 23-24
3/23/2023 Evaluate and review 22-23 SPSA, continue discussion of 23-24 SPSA
04/27/2023 Approval of 2023-24 SPSA

Back to School Night September 22, 2022
Title 1 Parent Meeting September 22, 2022
Math Parent Night Meeting October 20, 2022
Mental Health Parent Night November 16, 2022
6th Grade Parent Orientation May 17, 2023

PTO Meetings:
August 8, 2022
September 6, 2022
October 4, 2022
November 1, 2022
December 6, 2022
January 10, 2023
February 6, 2023
March 13, 2023
April 4, 2023
May 8, 2023

M-SAP Meetings:
August 31, 2022
September 28, 2022
December 14, 2022
January 31, 2023
February 23, 2023
March 15, 2023

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

We use our SSC meetings as a series of checks and balances to review our current initiatives. We always listen and consider SSC/ELAC member input and feedback. Example: Update and revisit DSUSD Safe School Plan.
Changes or suggestions were incorporated in the SPSA and approved at the final meeting. Our Guiding Coalition Meetings are spent looking at school data: referrals, discipline, grades, and attendance. In reviewing this data we adjust to student needs on campus, and consulting with SSC for any fiscal adjustments to our SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	$56,479
Total Centralized Services:	$135,929
Total Supplemental Concentration Funds	$140,929
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$192,408.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Federal categorical funds will be provided for supplemental services for all students, with particular focus on our students who are not meeting grade level standards. Funds specifically will be used to:

Support teacher professional learning (trainings, workshops, conferences, lesson study, professional development)
Parent engagement meetings, involvement of outside resource programs and events.
Support for behavioral and social emotional interventions to respond to student behavioral needs to increase student achievement for all students with a special focus on our sub groups (foster/homeless youth, SPED, and EL students).

These supports will be held in our Patriot Lounge, MTSS Room and collaboratively with our new MFT staff member.

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	0.3%	0.38%	0.23%	2	2	1
African American	3.9%	2.31%	1.61%	23	12	7
Asian	2.0%	2.31%	3.44%	12	12	15
Filipino	0.8%	0.58%	0.92%	5	3	4
Hispanic/Latino	76.3%	74.81%	75.46%	455	389	329
Pacific Islander	%	%	0%			0
White	15.1%	16.35%	14.45%	90	85	63
Multiple/No Response	1.0%	1.54%	1.38%	6	8	6
			Total Enrollment	596	520	436

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	144	144	146
Grade 7	161	161	131
Grade 8	215	215	159
Total Enrollment	520	520	436

Conclusions based on this data:

1. The overall student subgroup population has not fluctuated significantly over the 3 years.
2. Overall our district has had declining enrollment the paste few years causing declines at sites throughout the district.
3. Administration and Project teacher will work with our various stakeholders creating community nights for families, students and staff.

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	80	94	81	13.40%	18.1%	18.6%
Fluent English Proficient (FEP)	98	74	69	16.40%	14.2%	15.8%
Reclassified Fluent English Proficient (RFEP)	6	19	7	7.5%	20.2%	8.6%

Conclusions based on this data:

1. The number of EL students has been steadily increasing since 20/21.
2. A smaller percentage of students reclassified in 22/23. We use the platform of Ellevation data to track the data of our EL's for reclassification purposes.
3. The domains our students scored the lowest in aere Reading and Listening. Our ELD classes will focus on these domains.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	168	132	138	0	131	137	0	131	136	0.0	99.2	98.9
Grade 7	211	148	134	0	145	130	0	145	130	0.0	98.0	97.0
Grade 8	200	187	146	0	186	141	0	186	139	0.0	99.5	96.6
All Grades	579	467	418	0	462	408	0	462	405	0.0	98.9	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2501.	2474		12.98	3		27.48	21		25.19	35		34.35	41
Grade 7		2505.	2523		6.90	15		30.34	27		24.14	23		38.62	35
Grade 8		2536.	2521		10.75	8		26.88	26		31.18	27		31.18	39
All Grades	N/A	N/A	N/A		10.17	10		28.14	29.7		27.27	34		34.42	45.7

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		15.27	NSR		58.78	NSR		25.95	NSR
Grade 7		13.89	NSR		62.50	NSR		23.61	NSR
Grade 8		15.59	NSR		54.30	NSR		30.11	NSR
All Grades		14.97	NSR		58.13	NSR		26.90	NSR

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		9.16	NSR		47.33	NSR		43.51	NSR
Grade 7		9.66	NSR		49.66	NSR		40.69	NSR
Grade 8		12.37	NSR		56.99	NSR		30.65	NSR
All Grades		10.61	NSR		51.95	NSR		37.45	NSR

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		15.27	NSR		67.94	NSR		16.79	NSR
Grade 7		7.59	NSR		73.10	NSR		19.31	NSR
Grade 8		13.44	NSR		73.12	NSR		13.44	NSR
All Grades		12.12	NSR		71.65	NSR		16.23	NSR

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		19.08	NSR		67.94	NSR		12.98	NSR
Grade 7		13.10	NSR		63.45	NSR		23.45	NSR
Grade 8		17.74	NSR		61.29	NSR		20.97	NSR
All Grades		16.67	NSR		63.85	NSR		19.48	NSR

Conclusions based on this data:

1. We did give the i-Ready diagnostic in the fall, winter and spring.
2. As of June 5, 2023, not all score reports are posted so percentages may be off slightly.
3. NSR=No Score Report--state does not break the data down into claims since it gave the abbreviated version of the SBAC for the 2022/2023 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	168	132	138	0	130	137	0	130	137	0.0	98.5	99.2
Grade 7	211	149	134	0	145	133	0	145	132	0.0	97.3	99.2
Grade 8	200	187	146	0	186	146	0	186	145	0.0	99.5	100
All Grades	579	468	418	0	461	416	0	461	414	0.0	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2476.	2434		6.15	3		17.69	7		34.62	22		41.54	68
Grade 7		2475.	2474		6.90	8		13.10	16		25.52	23		54.48	53
Grade 8		2474.	2478		5.91	8		8.60	10		21.51	21		63.98	61
All Grades	N/A	N/A	N/A		6.29			12.58			26.46			54.66	60.7

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		5.38	NSR		53.08	NSR		41.54	NSR
Grade 7		10.34	NSR		37.93	NSR		51.72	NSR
Grade 8		5.91	NSR		39.78	NSR		54.30	NSR
All Grades		7.16	NSR		42.95	NSR		49.89	NSR

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		7.69	NSR		45.38	NSR		46.92	NSR
Grade 7		6.90	NSR		57.24	NSR		35.86	NSR
Grade 8		9.14	NSR		51.08	NSR		39.78	NSR
All Grades		8.03	NSR		51.41	NSR		40.56	NSR

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		8.46	NSR		59.23	NSR		32.31	NSR
Grade 7		2.07	NSR		62.76	NSR		35.17	NSR
Grade 8		3.23	NSR		56.99	NSR		39.78	NSR
All Grades		4.34	NSR		59.44	NSR		36.23	NSR

Conclusions based on this data:

1. We will be reviewing and analyzing this data once 22/23 CAASPP scores with our M-SAPP team over the summer.
2. As of June 5, 2023, not all scores have been reported for the SBAC Math.
3. NSR=No Score Report. Due to the abbreviated version being given, there is no score report for claims.

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	1432.8	1537.7	1536	1425.6	1554.3	1546	1439.7	1520.8	1526	38	23	20
7	1496.5	1536.0	1520	1509.1	1549.3	1529	1483.3	1522.1	1511	29	27	25
8	1563.6	1553.6	1564	1577.5	1571.3	1579	1549.3	1535.6	1549	16	23	25
All Grades										83	73	70

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	5.41	17.39	20	35.14	52.17	45	13.51	21.74	15	45.95	8.70	20	37	23	20
7	24.14	11.11	16	31.03	51.85	32	13.79	22.22	32	31.03	14.81	20	29	27	25
8	28.57	34.78	40	35.71	26.09	32	35.71	17.39	4	0.00	21.74	24	14	23	25
All Grades	16.25	20.55		33.75	43.84		17.50	20.55		32.50	15.07		80	73	

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	18.92	56.52	35	24.32	26.09	45	16.22	17.39	15	40.54	0.00	5	37	23	20
7	48.28	40.74	40	17.24	40.74	36	13.79	11.11	4	20.69	7.41	20	29	27	25
8	28.57	52.17	56	71.43	17.39	20	0.00	17.39	8	0.00	13.04	16	14	23	25
All Grades	31.25	49.32		30.00	28.77		12.50	15.07		26.25	6.85		80	73	

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	2.70	0.00	10	10.81	21.74	25	29.73	47.83	40	56.76	30.43	25	37	23	20
7	10.34	3.70	0	24.14	11.11	16	10.34	59.26	36	55.17	25.93	48	29	27	25
8	14.29	13.04	16	14.29	17.39	28	57.14	34.78	28	14.29	34.78	28	14	23	25
All Grades	7.50	5.48		16.25	16.44		27.50	47.95		48.75	30.14		80	73	

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	2.70	13.04	15	59.46	82.61	60	37.84	4.35	25	37	23	20
7	6.90	11.11	4	62.07	70.37	72	31.03	18.52	24	29	27	25
8	21.43	8.70	20	71.43	69.57	64	7.14	21.74	16	14	23	
All Grades	7.50	10.96		62.50	73.97		30.00	15.07		80	73	

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	29.73	78.26	70	32.43	21.74	25	37.84	0.00	5	37	23	20
7	65.52	74.07	72	20.69	25.93	16	13.79	0.00	12	29	27	25
8	64.29	65.22	76	35.71	26.09	12	0.00	8.70	12	14	23	25
All Grades	48.75	72.60		28.75	24.66		22.50	2.74		80	73	

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	2.70	0.00	10	18.92	43.48	40	78.38	56.52	50	37	23	20
7	13.79	3.70	0	24.14	40.74	36	62.07	55.56	64	29	27	25
8	21.43	17.39	32	28.57	17.39	24	50.00	65.22	44	14	23	25
All Grades	10.00	6.85		22.50	34.25		67.50	58.90		80	73	

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	8.11	13.04	15	56.76	78.26	65	35.14	8.70	20	37	23	20
7	17.24	14.81	12	55.17	70.37	56	27.59	14.81	32	29	27	25
8	14.29	4.35	12	85.71	82.61	72	0.00	13.04	16	14	23	25
All Grades	12.50	10.96		61.25	76.71		26.25	12.33		80	73	70

Conclusions based on this data:

1. This data will be reviewed with our M-SAPP team over the summer creating goals and actions around our data.
2. Lowest domain is reading following by listening.
3. 8th graders scored highest overall, followed by our 6th graders and then 7th graders.

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**
520	**78.3**	**18.1**	**0.6**
Total Number of Students enrolled in Colonel Mitchell Paige Middle.	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	94	18.1
Foster Youth	3	0.6
Homeless	2	0.4
Socioeconomically Disadvantaged	407	78.3
Students with Disabilities	97	18.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.3
American Indian	2	0.4
Asian	12	2.3
Filipino	3	0.6
Hispanic	389	74.8
Two or More Races	8	1.5
Pacific Islander		
White	85	16.3

Conclusions based on this data:

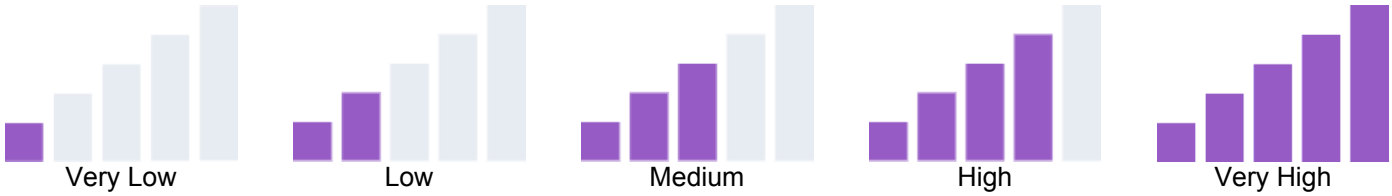
1. Our Hispanic population has increased.
2. Our EL's percentage has increased.
3. We will be doing schoolwide supports for EL strategies.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA, Math, chronic absenteeism, and suspension are areas of focus.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

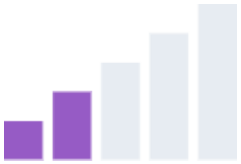
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
32.5 points below standard	59.4 points below standard	4 Students
456 Students	118 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
1 Student	38.7 points below standard	96.9 points below standard
	358 Students	83 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 54.5 points below standard 11 Students	No Performance Level 1 Student	No Performance Level 10 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 39.7 points below standard 347 Students	No Performance Level 7 Students	No Performance Level 0 Students	Medium 0.2 points above standard 69 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
104.6 points below standard	4.1 points below standard	31.1 points below standard
65 Students	53 Students	304 Students

Conclusions based on this data:

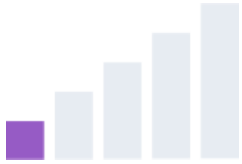
1. Significant gap for ELs.

School and Student Performance Data

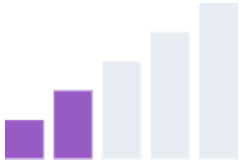
Academic Performance
Mathematics

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).



Very Low
Lowest Performance



Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

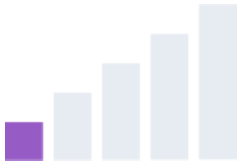
All Students

Low

93.0 points below standard

453 Students

English Learners



Very Low

109.6 points below standard

116 Students

Foster Youth

No Performance Level

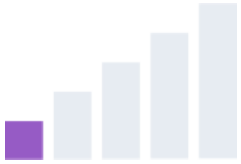
4 Students

Homeless

No Performance Level

1 Student

Socioeconomically Disadvantaged

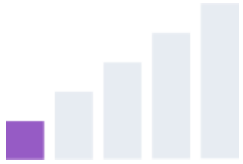


Very Low

99.1 points below standard

355 Students

Students with Disabilities



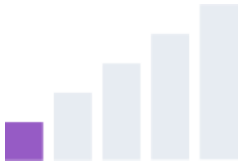
Very Low

154.3 points below standard

82 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
65.7 points below standard	1 Student	10 Students	2 Students
11 Students			

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	No Performance Level	No Performance Level	Low
103.8 points below standard	7 Students	0 Students	55.1 points below standard
344 Students			69 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
141.6 points below standard	71.5 points below standard	91.0 points below standard
63 Students	53 Students	303 Students

Conclusions based on this data:

1. Math is an area that needs to be focused on.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

52.9 making progress towards English language proficiency

Number of EL Students: 70 Students

Performance Level: 3

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
12.9%	34.3%	5.7%	47.1%

Conclusions based on this data:

1. Based on the ELPI levels we have achieved progress in this area.
2. We had 52.9% making progress towards English language proficiency.

3. We will continue to focus on our ELD classes and chats. Our goal will be for our students to increase 100% by one level. This will happen through goals, monitoring and data chats with our leadership team.

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

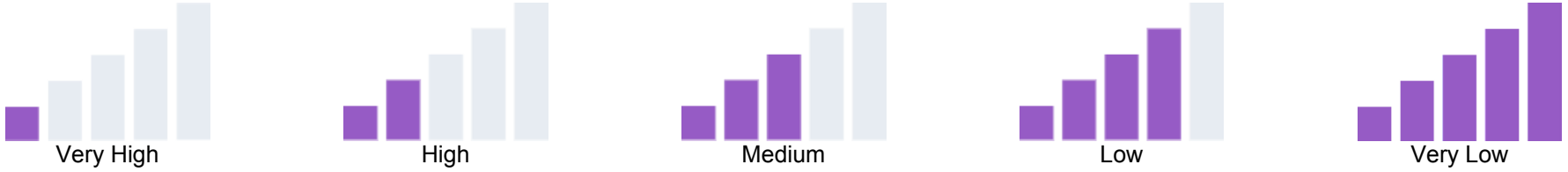
1. We do not have college/career dashboard data to share. We serve grade 6,7, and 8

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



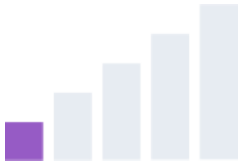
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

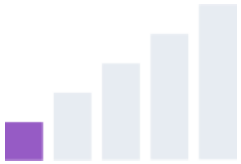


Very High

38% Chronically Absent

545 Students

English Learners



Very High

31.1% Chronically Absent

103 Students

Foster Youth

No Performance Level

Less than 11 Students

9 Students

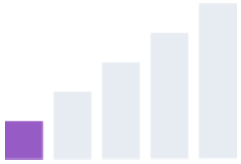
Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

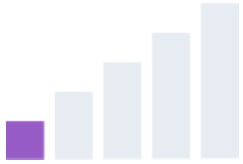


Very High

41.5% Chronically Absent

426 Students

Students with Disabilities



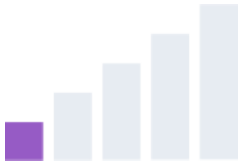
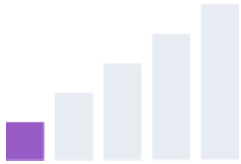
Very High

44.6% Chronically Absent

101 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
21.4% Chronically Absent	Less than 11 Students	16.7% Chronically Absent	Less than 11 Students
14 Students	2 Students	12 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
37.9% Chronically Absent	55.6% Chronically Absent	Less than 11 Students	39.5% Chronically Absent
409 Students	18 Students	1 Student	86 Students

Conclusions based on this data:

1. Our absenteeism in all student groups increased.
2. Our project teacher will focus on attendance.
3. Advisory will be geared towards these supports in building relationships and following up with students who are not attending class.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

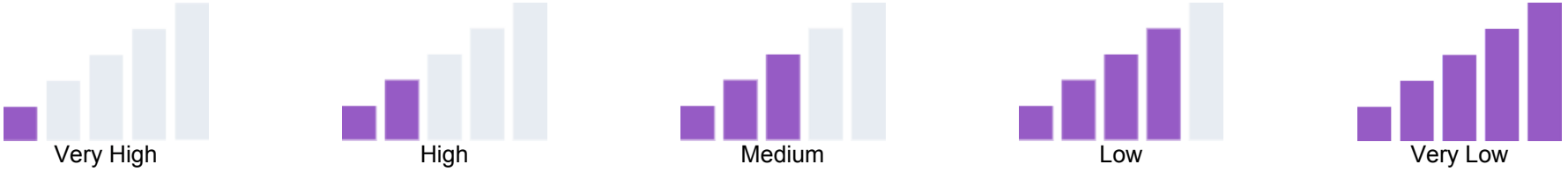
1. School servers students of 6th, 7th and 8th graders. Next year we will implement CCGI with our students that aligns with college and career readiness.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	2	2	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

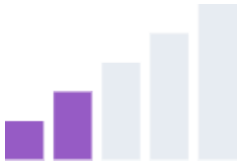
All Students

Medium

6.7% suspended at least one day

581 Students

English Learners



High

9.1% suspended at least one day

110 Students

Foster Youth

No Performance Level

Less than 11 Students

9 Students

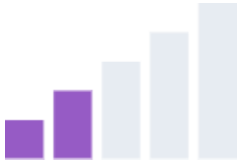
Homeless

No Performance Level

Less than 11 Students

2 Students

Socioeconomically Disadvantaged

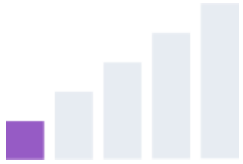


High

8.6% suspended at least one day

443 Students

Students with Disabilities



Very High

15.7% suspended at least one day

108 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
12.5% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
16 Students	2 Students	13 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	Medium
6.5% suspended at least one day	16.7% suspended at least one day	Less than 11 Students	6.2% suspended at least one day
431 Students	18 Students	1 Student	97 Students

Conclusions based on this data:

1. Continued practices with Tier II team need to be implemented to work on suspension rates.
2. Project Teacher and our TIer I supports will help support measures and systems to improve attendance.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Academic Indicator ELA for all students: Distance from Standard 2.0	Academic Indicator ELA for all students: Distance from Standard -32.5
Academic Indicator ELA for SED: Distance from Standard -6.2	Academic Indicator ELA for SED: Distance from Standard -38.7
Academic Indicator ELA for SWD: Distance from Standard -20.	Academic Indicator ELA for SWD: Distance from Standard Academic -96.9
Academic Indicator ELA for EL: Distance from Standard -8.5	Academic Indicator ELA for EL: Distance from Standard -59.4
Academic Indicator Math for all students:: Distance from Standard -28.3	Academic Indicator Math for all students:: Distance from Standard -93.0
Academic Indicator Math for SED: Distance from Standard -31.4	Academic Indicator Math for SED: Distance from Standard -99.1
Academic Indicator Math for SWD: Distance from Standard -49.4	Academic Indicator Math for SWD: Distance from Standard -154.3
Academic Indicator Math for EL: Distance from Standard -29.6	Academic Indicator Math for EL: Distance from Standard -109.6
50% met on typical growth on Winter Diagnostic	42% met typical growth on Spring Diagnostic for Reading.

Expected Outcomes	Actual Outcomes
50% met typical growth on Winter Diagnostic	39% of SED met typical growth on Spring Diagnostic for Reading.
50% met typical growth on Winter Diagnostic	21% of ELLs met typical growth on Spring Diagnostic for Reading.
50% met typical growth on Winter Diagnostic	38% of SPED met typical growth on Spring Diagnostic for Reading.
50% met typical growth on Winter Diagnostic	39% met typical growth on Spring Diagnostic for Math.
50% met typical growth on Winter Diagnostic	36% of SED met typical growth on Spring Diagnostic for Math.
50% met typical growth on Winter Diagnostic	28% of ELLs met typical growth on Spring Diagnostic for Math.
50% met typical growth on Winter Diagnostic	46% of SPED met typical growth on Spring Diagnostic for Math.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs	Students will receive instruction using standards-based State/District adopted core programs	District Title I 0	District Title I
2. All English learners receive both integrated and designated English Language Development (ELS) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides attention to building language proficiency in English.	All English learners receive both integrated and designated English Language Development (ELS) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides attention to building language proficiency in English.	District 0 District Supplemental/Concentration 0	District District Supplemental/Concentration
3. Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic development opportunities, support from district facilitators, and participation in TRAC.	Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic development opportunities, support from district facilitators, and participation in TRAC.	Central Services Title I	Central Services Title I

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	Centralized Services Title I	Central Services Title I
5. Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Through the District TRAC process, the Site Leadership Teams use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics.	Centralized Services Title I	Central Services Title I
6. Provide Before/during/After school reading, math and ELD interventions for students not meeting standards.	Provide Before/during/After school reading, math and ELD interventions for students not meeting standards. Phonics was offered before school, Math Lab intervention classes offered during the school day, ELD classes offered during the school day, and two after school tutoring sessions offered weekly by teachers.	District	District
7. Teachers will continue to receive professional development on evidenced based strategies to support all learners.	Teachers will continue to receive professional development on evidenced based strategies to support all learners.	Centralized Services Title I	Central Services Title I -7,500.00
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichments.	Provide an instructional coach to support teachers in best first instruction, intervention and enrichments.	Centralized Services Title I	Central Services Title I
9. Provide a fulltime counselor to support site multitiered intervention efforts, which may include participation on tiered teams,	Provide a fulltime counselor to support site multitiered intervention efforts, which may include participation on tiered teams,	District	District

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supporting proactive and preventative universal, targeted and intensive interventions.	supporting proactive and preventative universal, targeted and intensive interventions.		
10. Provide extra duty for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provide extra duty for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	Central Services Title I
11. Provide support for early literacy and foundational skills to support students below grade level.	Provide support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	Central Services Title I
12. Provide tutoring to close the achievement gap for students not meeting grade level standards.	This funding was not used due to the funding provided by the district for tutoring before and after school.	Title I 1,144.00	Title I 1,144.
13. Provide staff development on Universal Design for Learning (UDL) to support all students schoolwide.	Staff was provided UDL professional development through RCOE. Staff will need continued training to support implementation into lesson design.	Title I 15,493.00	Title I 15,493.
14. Provide support for site personnel and students to enhance academic achievement, such as release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Items listed in this action were funded. Support provided for site personnel and students to enhance academic achievement, such as release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Title I 11,666.00	Title I 23,061.10
15. Provide supplementary technology to enhance learning,	Items listed in this action were funded. Supplementary technology	Supplemental/Concentration 34,752.	Supplemental/Concentration 3,167.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
such as computers, monitors, printers, peripherals, headphones, calculators, LFDs, amplification systems, hardware, equipment repair, software, on-line Web-based programs, apps, and other related items to reinforce the aforementioned.	to enhance learning, such as computers, monitors, printers, peripherals, headphones, calculators, LFDs, amplification systems, hardware, equipment repair, software, on-line Web-based programs, apps, and other related items to reinforce the aforementioned were all provided.		
16. Provide supplementary materials and supplies to enhance learning, such as additional teacher, student, and classroom supplies, furniture, books, library books/materials, incentives, equipment, and other related items to reinforce the aforementioned.	Items listed in this action were funded to provide supplementary materials and supplies to enhance learning, such as additional teacher, student, and classroom supplies, furniture, books, library books/materials, incentives, equipment, and other related items to reinforce the aforementioned.	Supplemental/Concentration 14,082.	Supplemental/Concentration 2,516.86
17. Provide supplementary printing/ graphic services to enhance learning, such as printing of posters, manuals, assessments, study guides, handouts, award certificates, worksheets, modules,community/parent communication, and any other related printing needs to reinforce the aforementioned.	Items listed in this action were funded. Supplementary technology to enhance learning, such as computers, monitors, printers, peripherals, headphones, calculators, LFDs, amplification systems, hardware, equipment repair, software, on-line Web-based programs, apps, and other related items to reinforce the aforementioned were provided.	Supplemental/Concentration 11,519	Supplemental/Concentration 11,519.
18. Provide student incentives and activities to enhance/promote academic achievement and a culture of academic activities and positive school culture.	Items listed in this action were funded. Students were provided incentives and activities to enhance/promote academic achievement and a culture of academic activities and positive school culture. Rallies were held for academics, school-wide activities were conducted to	Title I 13,000.	Title I 3,273.07

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	increase awareness and motivation surrounding iReady and grading, and students were given incentives based on growth and academic excellence.		
19. Provide before/during/after school ELA and math interventions for students not meeting standards.	Due to district support funding for tutoring for interventions for students not meeting standards, we will re -visit this action	Title I 4,000.00	Title I 4,000.00
20. Teachers will continue to receive professional development on effective research-based strategies to support all learners	Teachers will continue to receive professional development on effective research-based strategies to support all learners.	None Specified Title I 13,770.00	None Specified Title I 13,770.00
21. Provide MTSS supports in the classroom for all students and staff.	Teachers will continue to receive MTSS supports in the classroom for all students and staff.	Supplemental/Concentration 8,500.00	Supplemental/Concentration 8,500.00
22. Provide classified and certificated extra duty to assist with academic growth.	Provide classified and certificated extra duty to assist with academic and attendance improvements	Supplemental/Concentration 8,000.00	Supplemental/Concentration 8,000.00
23. Provide support for site personnel and students to enhance academic achievement, such as data collection & analysis to identify students not meeting standards, release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Items listed in this action were funded. We will continue to provide support for site personnel and students to enhance academic achievement, such as release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Supplemental/Concentration 19,376.	Supplemental/Concentration - 31,555.00
		Supplemental/Concentration	Supplemental/Concentration

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

1-11: These actions were implemented and followed through and will continue for the 2023-2024 school year.
12 & 19: These action fundings were moved and were not needed due to the district's funding provided for tutoring and intervention.
13: Professional development and training was provided which gave staff the foundational knowledge necessary to support implementation of UDL. Staff will need further professional development and training to use the UDL framework in lesson plan design and implementation in the classroom.
14 & 23: These actions were implemented in the form of teacher release days for planning, collaboration and lesson design as well as additional time for teachers to attend trainings and focus on PLC work and conferences. The level of implementation attained in the 22/23 school year was laying the groundwork to establish solid PLCs and to have teachers collaborate around SPED and EL strategies. Additionally, PBIS was implemented as a tool to use to enhance academic achievement. Lastly, AVID was attended by a group of teachers and strategies have been discussed and implemented school-wide.
15: These actions were implemented in the form of new teacher computers for the classroom, printers for the school, earbuds for testing, calculators for math, and LFDs for equipment repair. Additionally, we added NewsELA for teachers, TPT access, Brainpop with Science component and EdPuzzle for teacher use to enhance classroom instruction.
16: These actions were implemented in the form of hiring a teacher for the ATS room on a temporary contract, purchased drama supplies for the theatre class, and a 1/7th provided to two teachers.
17: These actions were implemented in the form of new vision posters for school, belief statement posters for school, and new signs for the fire drill evacuation locations.
18: These actions were implemented in the form of school-wide rallies, incentive days with DJ, iReady growth celebration, field trips for Academic Honor Roll rewards.
20: Teachers received a full day of professional development and training from Dr. Muhammad surrounding culture and climate and implementing PLCs effectively. Teachers also received a full day of professional development for World's Greatest Schools which helped establish beliefs and core values as a basis and foundation for future work in MTSS, PLC, and PBIS.
21: A basic model of the why has been established. Surveys were conducted and completed for students and staff on well-being and discipline and the implementation and improvement for MTSS Tier 1 supports.
22: Extra duty was used for certificated in attending MSAP meetings and classified for Mindset Training and para training on professional development days.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

All departments have met and established Essential Standards as a PLC and are ready to continue doing PLC work next year. PLC training with Dr. Muhammad was powerful in getting teachers to move on the master schedule and work with their PLCs in a different way. Each department has evaluated what step they are currently on in the PLC process and are clear on next actions and steps. All teachers have a basic understanding of UDL and what it is. Next steps are clear in that teachers need to be trained on how to include in lesson design and backwards mapping. PBIS has been put in place and teaches have downloaded the app on either their desktop or phone. Next steps are to begin to track data and clarify what each expectation looks like for students. Teachers are aware of AVID strategies for best first instruction such as 10-2-2, TCH, and using agendas. Teacher planning days were effective in getting all Math and ELA teachers to consistently focus on iReady and passing lessons as well as teachers having a better awareness of students with IEPs and 504 plans.

Additional tutoring and after school intervention offerings had little to no interest for before or after school. Teacher days for planning were not as effective as they could be. Teachers had to wait a month in between planning days, which was not always effective for making changes. It was also difficult for students to have their teachers out of the classroom. PBIS has been implemented and next steps are to create a PBIS team so that teachers can collaborate around best supports for academics and best ways to track data. Further AVID strategies need to be implemented so teachers can build on what they currently have in place. It is clear

based on data that teachers need more EL support and strategies to use in the classroom, as well as more training for how to scaffold and design lessons with ELs and SPED students in mind.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Movement of Funds on the 2022-23 SPSA:

School Site Council approved on March 23rd, 2023: We need to move $8,000 from Goal 1/Action 21 to Goal 1/Action 23
and move $8,500 from Goal 1/Action 22 to Goal 1/Action 23
This ensured that we had enough funds to cover the costs on conferences.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

In our Dashboard analysis we determined that we would be keeping all of the actions but the duplicated tutoring action. To make growth in this goal we will take the following action steps to improve Dashboard results.
1. Create an M-SAP Tier 1 team (review data, provide student incentives for academics, work with ASB and Renaissance to do rallies) - 2 hours extra duty per month for the M-SAP team members (meetings and communication back to their department teams)
2. Utilize coach to do Coaching Cycles
3. Put AVID Math & Phonics interventions into daily schedule for students
4. PD for lesson planning/backwards mapping. Provide additional UDL training, implementation and walkthroughs
5. Reviewing or supplementary materials. (some are overlapping)
6. Master Schedule with tutorial built in
7. PD Staff Instructional Rounds
8. PD for CFA development
9. Redesign master schedule to align co-teachers from SPED with gen ed teachers providing common preps.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transitions to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 7: Course Access (Conditions of Learning)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
CCGI will be implemented school wide and 95% of student profiles will be competed	CCGI was completed; 59.8% completion rate
Increase AVID 6 sections and add a 7th grade section	3 sections of AVID 6, 2 sections of AVID 7, 1 section of AVID 8
Continue AVID EXCEL/AVID Explorer sections as needed for support	1 section of Explorer, 1 section of AVIDX 6, 1 section of AVIDX 7, 1 section of AVIDX 8

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.Create a college and career going culture through school activities, events or experiences.	Created a college and career going culture through school activities, events or experiences.	District	District
2.Provide enrichment opportunities for all students.	Provided enrichment opportunities for all students.	District	District
3.Create a college and career culture through school activities, events or experiences such as field	Continue to create a college and career culture through school activities, events or experiences	Supplemental/Concentration 5,000.	Supplemental/Concentration 5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
trips, guest speakers, visits to receiving high schools, celebrations that highlight institutions of higher learning, career day, and other related activities to support a college/career mindset.	such as field trips, guest speakers, visits to receiving high schools, celebrations that highlight institutions of higher learning, career day, and other related activities to support a college/career mindset.		
4.Provide enrichment opportunities for all students.	Provided enrichment opportunities for all students.	Supplemental/Concentration 4,750.00	Supplemental/Concentration 2,048.14
5.Provide school supplies, supplemental to to core programs to enhance instruction. Provide school supplies (i.e. materials, equipment and accompanying supplemental curriculum) to enhance learning and achieve measurable growth in all subject areas and for all learning sub groups, including but not limited to: Math, Science, Computer Science, Engineering, critical thinking, Language Arts, Social Studies, and Art.	Provide school supplies, supplemental to to core programs to enhance instruction. Provide school supplies (i.e. materials, equipment and accompanying supplemental curriculum) to enhance learning and achieve measurable growth in all subject areas and for all learning sub groups, including but not limited to: Math, Science, Computer Science, Engineering, critical thinking, Language Arts, Social Studies, and Art.	Title I 10,000.00	Title I 1,866.51

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

1-2: These actions were implemented and followed through and will continue for the 2023-2024 school year.
3. These actions were implemented through college field trips to UCI and UCLA, visits from the District Attorney's office, a school-wide College and Career Day hosted on our site, college flags being placed and maintained above every door, all teachers showcasing their own alma mater in their classroom, and through Advisory lessons targeting different avenues related to being prepared for colleges and careers (i.e. grade checks, highlighting universities, talking about sports, discussing scholarship opportunities). Visits were also made to all high school campuses for eight graders and A-G requirements were reviewed and discussed through counselor meetings with students and parents.
4. This action was implemented through additional school clubs and activities being offered to all students. These clubs included culinary, drama, esports, Best Buddies, and digital film and animation. Additionally, Desert Rec was utilized to provide activities for all students during and after school.

5. These actions were implemented in the form of providing all students with AVID agendas, providing students with backpacks, and school supplies. Additionally, the funds were used to provide hands on activities that included STEAM projects and VAPA projects at the school.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

All teachers are implementing certain AVID strategies into the classroom (10-2-2, TCH, and use of agendas). They have also all created a swag wall to showcase their alma mater. The College and Career Day will be hosted in each classroom so that all students have an opportunity to listen to different guest speakers talk about their experience in their college and/or careers. The two college field trips to UCLA and UCI were well attended and students responded positively to being exposed to college campus culture and definitely saw the benefit in visiting different schools to broaden their horizons and understanding of not only what it looks and feels like to be on a college campus but also to help motivate them to achieve the goals necessary to get into a college of their choice.

Although school agendas were provided to all students, the habit is not ingrained into school culture yet for students to use them regularly, and many students lost or destroyed them. Additionally, based on the data, it is clear that our EL and SPED population are still achieving at much lower levels, so further supports and resources need to be allocated to these subgroups so that they, also, have the opportunity to go to a college or career of their choice. While teachers understand what UDL is, they have not implemented the design into lesson plans and EL strategies and SPED strategies are also lacking in lesson planning and design. Lastly, while the DA visits have been relatively well received, there has been no data tracking or lessons linked to the topics that the DA is presenting, so data regarding the effectiveness of those visits is not clear.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We were fortunate to have our ESSER/COVID funds and discretionary money to use first instead of our Categorical funding.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

In reviewing the dashboard outcomes we will continue these actions and provide the following action steps to improve our outcomes:
1. Build in a Homeroom Class into the master schedule and develop lessons to tie in with DA Visits and college field trips.
2. Improve our school wide AVID strategies to be implemented with fidelity and schedule classroom walkthroughs and provide evidence
3.Will implement lunch tutoring weekly based on missing assignment data
4. Conduct transcript analysis in partnership with RCOE and staff
5. Implement school wide EL strategies
6. PD on how to utilize Ellevation to identify and monitor EL/EL SPED students
7. Develop better alignment with ELD curriculum implementation and lessons about reclassification
8. System for monitoring RFEPs and LTELs
9. Focus on how to promote college field trips for student engagement and college awareness.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Priorities addressed by this goal:

State Priorities:
- X Priority 1: Basic (Conditions of Learning)
- X Priority 3: Parental Involvement (Engagement)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
Suspension Rate (all) 4.0%	Suspension rate (all): 13%
Suspension Rate (SED) 4.0%	Suspension rate (SED): TBD
Suspension Rate (SWD) 5.0%	Suspension rate (SPED): 23.1%
Suspension Rate (EL) 4.3%	Suspension rate (EL): 17.2%
Chronic Absenteeism rate (all) 9.0%	Chronic Absenteeism rate (all): 39.4%
Chronic Absenteeism rate (SED) 11.0%	Chronic Absenteeism rate (SED): TBD
Chronic Absenteeism rate (SWD) 13.5%	Chronic Absenteeism rate (SPED): 8.8%
Chronic Absenteeism rate (EL) 11.5%	Chronic Absenteeism rate (EL): 5.5%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.Provide activities and protocols for improving attendance.	.Provide activities and protocols for improving attendance.	District	
2.Provide multi tiered tools, strategies and supports to address school climate and culture.	Provide multi tiered tools, strategies and supports to address school climate and culture.	District	
3.Implement AVID structure/strategies to support student learning.	Implement AVID structure/strategies to support student learning with the district focus of 10-2-2 model.	District	
4.Incorporate strategies to ensure a safe and positive environment.	Incorporate strategies to ensure a safe and positive environment schoolwide	District	
5.Provide research based parenting information, educational materials, handouts, and access to attend conferences and trainings (such as CABE, CABE regional and other parent conferences) and create an environment (furniture, computer access, technology, space to meet to encourage parent involvement and feedback) to encourage greater parent participation.	Provide research based parenting information, educational materials, handouts, and access to attend conferences and trainings (such as CABE, CABE regional and other parent conferences) and create an environment in room 503 called our Colonels Headquarters(furniture, computer access, technology, space to meet to encourage parent involvement and feedback) to encourage greater parent participation.	Title I 2,152.00	2,152.00
6.Provide activities and protocols for improving attendance	Provide activities and protocols for improving attendance, focused on recruiting a person on site to join the districts efforts district wide	Supplemental/Concentration 5,000.00	5,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.Provide strategies to support the work of MTSS to address school climate and culture	Continue to provide strategies to support the work of MTSS to address school climate and culture	Title I 900.00	900.00
8.Incorporate strategies to ensure a safe and positive environment (such as lanyards, ID cards, safety and environmental equipment to enhance environmental safety & other items/activities, murals, WEB support, orientation outreach, and other such strategies that promote a positive connection to the school).	Continue to incorporate strategies to ensure a safe and positive environment (such as lanyards, ID cards, safety and environmental equipment to enhance environmental safety & other items/activities, murals, WEB support, orientation outreach, and other such strategies that promote a positive connection to the school).	Supplemental/Concentration 24,950.00	12,133.27
		Title I	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

1-4: These actions were implemented and followed through and will continue for the 2023-2024 school year.
5. This action was carried out through the dedication of room 503 for parent use and involvement. Further opportunities for parent participation and involvement were researched and surveys were sent to parents. Based on the findings, PTO and the school will continue to work together to plan events and to support parents with parenting classes. Additionally, a showcase night for families has been scheduled to bring in parents and promote students. Lastly, the Tier II and Tier III teams have worked to connect with parents, provide resources both on campus through counseling and open communication, as well as to refer to local resources based on individual needs.
6. This action was carried out through educating students and parents about chronic absenteeism, promoting attendance and being to class on time through tardy/attendance parties, meeting with parents and students, and posting information regarding absenteeism through the school website.
7. This action was implemented though the school and staff creating belief statements and communicating them to students, establishing the Tier I, II and III teams, creating the Pride Reflection Room to give students a restorative approach to discipline, and additional surveys being sent to students as pulse check to ensure all students were supported. Additionally, all teachers participated in the book study for Hacking School Discipline which centered around restorative and trauma informed practices.
8. These actions were implemented through school wide rallies hosted by ASB and Renaissance to celebrate all students and parents, additional clubs were added to ensure all students felt a sense of belonging, and Advisory time focused on building relationships with peers and adults. Additionally, PBIS is in the early stages of implementation and the PBIS app has been taught to all staff and a rewards system with Patriot Points has been implemented and is being run by Renaissance to promote students who are exemplifying the Patriot beliefs and core values. Additionally, dances were held for the first time since the return of Covid, and all sports teams were filled and able to participate in the various games with other schools; creating a sense of school pride and ownership.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Tier I, II, and II teams have all been established, but they are still in the early stages of development and planning. They have been effective, but they are still working to build capacity among team members and still working to refine the processes of working together and the purpose each play in the overall school culture. The Pride Reflection Room has been created, but it also is still in early stages and is continuing to be refined. It is also still being communicated to staff in terms of what it is and how it operates. There needs to be further refinement on the process and on communication to staff. ASB and Renaissance have also been established and this has created positive ownership among the students; however, both are still working to fundraise and build the programs which has been a slow process to get started. Tier II needs to refine the behavior matrix; however, the RFA process has been implemented and the school is beginning to see some positive systems being put in place that is helping staff and students. While restorative practices and trauma informed language has been discussed through the book study, there is further need for modeling and support so teachers are able to implement this in the classroom. While the focus on MTSS has been overall positive, there is still a lack of sense of belonging for both staff and students as indicated by the Panorama survey, so that is an area that the PBIS team and Tier I, II, and III teams need to work together to continue the work for.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We were fortunate to have our ESSER/COVID funds and discretionary money to use first instead of our Categorical funding.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

While reviewing the dashboard results we will keep the following actions. During the needs analysis process we developed actions steps to decrease suspension and absenteeism and improving our culture and safety.
1. Build time in the school day for students and teachers to complete the Panorama Survey.
2.Staff will have further PD on how to implement restorative practices and Trauma Informed Language into the classroom.
3. Build community with our neighboring business partners, restaurants and apartment managers by including them in a stakeholder group and open house events
4. Build the Sense of Belonging for both staff and students in review of the Panorama Survey results
5. Include SEL lessons into a daily Homeroom
6. Continue to work with PTO to ensure parent voices are heard and communication is open
7. Offer PIQE for parents who want to participate
8. Create a PBIS committee to help build school climate and culture on campus

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase the numbers of all students who meet standard in Math and/or ELA; additionally increase the proportion of students in these subjects who are in our SED, SWD, EL subgroups (close the achievement gap).

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	-8.9	-0.1	2.0	-27.5
Academic Indicator ELA for SED: Distance from Standard	-18.7	-8.2	-6.2	-33.7
Academic Indicator ELA for SWD: Distance from Standard	-100.2	-28.8	-20.	-91.9

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA for EL: Distance from Standard	-27.6	-10.5	-8.5	-54.4
Academic Indicator Math for all students:: Distance from Standard	-46.2	-30.3	-28.3	-88
Academic Indicator Math for SED: Distance from Standard	-59.2	-33.4	-31.4	-94.1
Academic Indicator Math for SWD: Distance from Standard:	-132.4	-51.4	-49.4	-149.3
Academic Indicator Math for EL: Distance from Standard	-53.4	-32.1	-29.6	-104.6
Overall in i-Ready Reading		64% met typical growth on our Winter Diagnostic	50% met on typical growth on Winter Diagnostic	47% will meet typical growth on Winter Diagnostic
i-Ready Reading for SWD		44% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	43% will meet typical growth on Winter Diagnostic
i-Ready Reading for EL		51% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	27% will meet typical growth on Winter Diagnostic
Overall in i-Ready Reading SED		61% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	44% will meet typical growth on Winter Diagnostic
Overall in i-Ready Math		47% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	44% will meet typical growth on Winter Diagnostic
i-Ready Math for SWD		36% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	51% will meet typical growth on Winter Diagnostic
i-Ready Math for EL		36% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	33% will meet typical growth on Winter Diagnostic
Overall in i-Ready Math SED		50% met typical growth on our Winter Diagnostic	50% met typical growth on Winter Diagnostic	41% will meet typical growth on Winter Diagnostic

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

Action 1

Students will receive instruction using standards-based State/District adopted core programs	District District 0

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District District 0
	Supplemental/Concentration 0

Action 3

All English learners receive daily integrated ELD Provided across all content areas.	District Central Services

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.	Title I Centralized Services Centralized Services

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.	Title I Centralized Services Centralized Services

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards	District District

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Title I Centralized Services Centralized Services

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I Centralized Services Centralized Services

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework	District District

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Centralized Services

Action 11

Provide support for early literacy and foundational skills to support students below grade level.	Title I Centralized Services

Action 12

Provide support for site personnel and students to enhance academic achievement, such as release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Title I 6000.00

Action 13

Provide supplementary technology to enhance learning, such as computers, monitors, printers, peripherals, headphones, calculators, LFDs, amplification	Supplemental/Concentration

systems, hardware, equipment repair, software, on-line Web-based programs, apps, and other related items to reinforce the aforementioned.	19752.00

Action 14

Provide supplementary materials and supplies to enhance learning, such as additional teacher, student, and classroom supplies, furniture, books, library books/materials, incentives, equipment, and other related items to reinforce the aforementioned.	Supplemental/Concentration 14082.

Action 15

Provide supplementary printing/ graphic services to enhance learning, such as printing of posters, manuals, assessments, study guides, handouts, award certificates, worksheets, modules,community/parent communication, and any other related printing needs to reinforce the aforementioned.	Supplemental/Concentration 11,519

Action 16

Provide student activities to enhance/promote academic achievement and a culture of academic activities and positive school culture.	Title I 10,000.

Action 17

Teachers will continue to receive professional development on effective research-based strategies to support all learners	Title I None Specified 8,770.00

Action 18

Provide MTSS supports in the classroom for all students and staff.	Supplemental/Concentration 8,500.00

Action 19

Provide classified and certificated extra duty to assist with academic growth.	Supplemental/Concentration 8,000.00

Action 20

Provide support for site personnel and students to enhance academic achievement, such as release time/subs, conferences, collaboration, lesson planning, campus safety/culture, enrichment activities, field trips, intervention strategies, professional literature, subscriptions, professional development, PLC's, observations, and other related services that reinforce the aforementioned.	Supplemental/Concentration 19,376.

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase the numbers of students who meet standard in Math and/or ELA; additionally increase the proportion of students in these subjects who are in our SED, SWD, and EL (close the achievement gap for Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children).

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
CCGI	Meet/exceed district recommended goal	Meet/exceed district recommended goal	CCGI will be implemented school wide and 95% of student profiles will be competed	CCGI will be implemented school wide and 70% of student profiles will be competed
AVID 6	N/A	Increase sections of AVID 6	Increase AVID 6 sections and add a 7th grade section	Work with district to get an FTE for AVID
AVID Excel	N/A	Continue AVID Excel as needed	Continue AVID EXCEL/AVID Explorer sections as needed for support	Continue AVID EXCEL/AVID Explorer sections as needed for support

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

Action 1

Create a college and career going culture through school activities, events or experiences.	District District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District

Action 4

Provide enrichment opportunities for all students.	Supplemental/Concentration 4,750.00

Action 5

Provide school supplies, supplemental to to core programs to enhance instruction. Provide school supplies (i.e. materials, equipment and accompanying supplemental curriculum) to enhance learning and achieve measurable growth in all subject areas and for all learning sub groups, including but not limited to: Math, Science, Computer Science, Engineering, critical thinking, Language Arts, Social Studies, and Art.	Title I 10,000.00

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Increase the numbers of students who meet standard in Math and/or ELA; additionally increase the proportion of students in these subjects who are in our SED, SWD, and EL (close the achievement gap for Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children).

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	8.5%	4.3%	4.0%	8%
Suspension Rate (SED)	8.1%	4.2%	4.0%	4%
Suspension Rate (SWD)	13.4%	5.6%	5.0%	18.1%
Suspension Rate (EL)	10.5%	4.8%	4.3%	12.2%
Chronic Absenteeism rate (all)	16.1%	11.6%	9.0%	34.4%
Chronic Absenteeism rate (SED)	18.2%	12.2%	11.0%	11%
Chronic Absenteeism rate (SWD)	27.6%	14.4%	13.5%	3.8%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Chronic Absenteeism rate (EL)	18.2%	12.2%	11.5%	2.5%

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

Action 1

Provide activities and protocols for improving attendance	District District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.	District District

Action 3

Incorporate strategies to ensure a safe and positive environment	District District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor Middle School Counselors - maintain ratio at 500:1 High School Counselors - maintain ratio at 400:1 Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula	District District

Action 5

Provide research based parenting information, educational materials, handouts, and access to attend conferences and trainings (such as CABE,	Title I

CABE regional and other parent conferences) and create an environment (furniture, computer access, technology, space to meet to encourage parent involvement and feedback) to encourage greater parent participation.	2,152.00

Action 6

Provide activities and protocols for improving attendance	Supplemental/Concentration 10,000.

Action 7

Provide strategies to support the work of MTSS to address school climate and culture	Title I 900.00

Action 8

Incorporate strategies to ensure a safe and positive environment (such as lanyards, ID cards, safety and environmental equipment to enhance environmental safety & other items/activities, murals, WEB support, orientation outreach, and other such strategies that promote a positive connection to the school).	Supplemental/Concentration 24,950.00

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
ELA,CAASPP Distance from Standard	n/a	All Students (All) -28.4 English Learners (EL) -57.7 Socioeconomically Disadvantaged (SED) -38.2 Students with Disabilities (SWD) -110.4 Hispanic -36.3 White +12.2	All Students (All) -20 English Learners (EL) -48 Socioeconomically Disadvantaged (SED) -30 Students with Disabilities (SWD) -90 Hispanic -28 White +18	All Students (All) -6 English Learners (EL) -35 Socioeconomically Disadvantaged (SED) -20 Students with Disabilities (SWD) -65 Hispanic -4 White +28
Winter i-Ready ELA Diagnostic	n/a	Winter i-Ready Typical Growth Medians All 150% EL 127% SED Not Reported SWD 124% Hispanic 137% White 150% Two/More 168%	Winter i-Ready Typical Growth Medians All 125% EL 82% SED 127% SWD 75% Hispanic 122% White 125% Two/More 225%	Winter i-Ready Typical Growth Medians All 75% EL 75% SED 75% SWD 75% Hispanic 75% White 75% Two/More 75%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Math, CAASPP Distance from Standard	n/a	All Students (All) -76.7 English Learners (EL) -112.8 Socioeconomically Disadvantaged (SED) -88.6 Students with Disabilities (SWD) -151.8 Hispanic -85.4 White -22	All Students (All) -66 English Learners (EL) -100 Socioeconomically Disadvantaged (SED) -78 Students with Disabilities (SWD) -135 Hispanic -75 White -12	All Students (All) -55 English Learners (EL) -85 Socioeconomically Disadvantaged (SED) -63 Students with Disabilities (SWD) -155 Hispanic -60 White +2
Winter i-Ready MATH Diagnostic	n/a	Winter i-Ready Typical Growth Medians All 161% EL 146% SED Not Reported SWD 85% Hispanic 154% White 160% Two/More 207%	Winter i-Ready Typical Growth Medians All 63% EL 49% SED 50% SWD 125% Hispanic 63% White 67%	Winter i-Ready Typical Growth Medians All 65% EL 65% SED 65% SWD 65% Hispanic 65% White 65%

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

Action 1

Provide professional development to include targeted support for students with disabilities	District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities	District

Action 3

Increase parent engagement for students with disabilities.	District

Action 4

Provide sub coverage for certificated and classified staff to plan for students who are SED, SWD, EL, and foster youth and/or homeless. This includes planning time for certificated and classified staff to meet and plan, embed modifications and accommodations into lesson design, professional development, conferences, and travel expenses.	Title I 5810.00

Action 5

	District

Action 6

Provide professional development and training for UDL, interventions, instructional strategies for EL, SWD, and foster youth and/or homeless students, and SEL strategies to target our entire student population with a special focus on SED, SWD, EL, and foster youth and/or homeless populations.	Title I 12847.00

Action 7

Provide extra duty for Project Teacher or Instructional Coach to focus on data tracking for testing, attendance, suspensions, and interventions.	Supplemental/Concentration 15000.00

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Professional Development and Teacher Support	8/15/23-6/5/24	8,322 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	9,493 **Total Estimated Cost**: 9,493	9,493	Title I
District Math Project Facilitator	8/15/23-6/5/24	9,982 **Total Estimated Cost**: 9,982	9,982	Title I
Site Instructional Coach	8/15/23-6/5/24	72,691 **Total Estimated Cost**: 72,691	72,691	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 132,127

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After–School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). **Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). **Title II, Part A: Improving Teacher Quality Purpose:** Improve and increase the number of highly qualified teachers and principals. **Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:** Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) **Title VI, Part B: Rural Education Achievement Program Purpose:** Provide flexibility in the use of ESEA funds to eligible LEAs. **For School Improvement Schools only: School Improvement Grant (SIG) Purpose:** to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. **Other federal funds** (list and describe). Create a new row for each separate program.

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	$56,479.00	No
Total amount of federal categorical funds allocated to this school.	$56,479.00	
Total amount of state and federal categorical funds allocated to this school.	$56,479	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
District	$0.00	No
Supplemental/Concentration	$135,929.00	No
Total amount of StateLocal categorical funds allocated to this school.	$135,929.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$192,408	

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:

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

2. 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.

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

Select from:

Departmental Advisory Committee

Other: Guiding Coalition Team and School Site Council

[Enter name of consulted group or committee]	[Signature of authorized person]
DAC: Brandon Jasso 760-702-1328	
DELAC: Oscar Olivares 760-567-0582	
Other: Alyssa Hernandez	
Principal: Kerry Sperber	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on:July 11,2023.

Attested:

Kerry Sperber		
Typed name of school principal	Signature of school principal	Date
Alyssa Hernandez		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kerry Sperber	X				
Alyssa Hernandez			X		
Robin Markson			X		
Eileen Flanary-Jones		X			
Molly Farrin		X			
Jeff Arneson		X			
Michelle LaMarr		X			
Brandon Jasso				X	
Christopher Kidd				X	
Tarah Kennedy				X	
Jessica Kidd					X
Sergio Lopez					X
Josiah Garcia					X
Gizelle Renteria					X
Numbers of members of each category:	**1**	**5**	**2**	**3**	**4**