School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palermo School	04-61523-6003297		

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Palermo School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Differentiated Assistance

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Palermo School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Differentiated Assistance

Palermo's Single Plan for Student Achievement is written to ensure equitable access for all learners to core adopted curricula and California Common Core State Standards and for the purpose of raising academic performance of all learners in compliance with California Ed Code and the Federal and Secondary Education Act. Palermo's SPSA is jointly written and approved by school leadership and stakeholders (SSC) and targets students academic achievement through the use of categorical, local, state, federal funds and measured by student performance scores on state testing (CAASPP) and school wide assessment benchmarks. The plan highlights the steps to increase learning, behavior, and absenteeism outcomes of our student groups that have been identified needing additional support by the federal government, ATSI (Additional Targeted Support and Improvement), and the State of California, DA (Differentiated Assistance), in order to decrease their below standard performance as reported on the CAASPP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Palermo Middle qualified for ATSI assistance due to the under performance of one student groups, Students of Two or More Races. No inequities were noted.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady data, empathy interviews, and collectively created common formative assessments will be used locally to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Palermo School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.72%	2.70%	3.06%	11	12	14
African American	0.74%	0.90%	1.09%	3	4	5
Asian	3.71%	3.83%	4.80%	15	17	22
Filipino	0.25%	%	%	1		
Hispanic/Latino	35.64%	33.33%	34.50%	144	148	158
Pacific Islander	0%	%	%	0		
White	43.56%	46.40%	42.14%	176	206	193
Two or More Races	11.88%	12.84%	13.76%	48	57	63
Not Reported	1.49%	%	0.66%	6		3
			Total Enrollment	404	444	458

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	147	162	
Grade 7	117	150	
Grade 8	140	132	
Total Enrollment	404	444	

Conclusions based on this data:

1. The enrollment school-wide has decreased

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

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	44	37	32	10.9%	8.3%	7.0%
Fluent English Proficient (FEP)	43	37	53	10.6%	8.3%	11.6%

Conclusions based on this data:

1.   Our EL numbers decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	118	139	159	106	132	155	106	132	155	89.8	95.0	97.5
Grade 7	135	116	155	119	103	143	119	103	143	88.1	88.8	92.3
Grade 8	160	131	131	138	110	115	138	110	115	86.3	84.0	87.8
All Grades	413	386	445	363	345	413	363	345	413	87.9	89.4	92.8

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2495.	2477.	2495.	8.49	9.85	9.03	21.70	19.70	24.52	38.68	25.76	36.13	31.13	44.70	30.32
Grade 7	2499.	2536.	2491.	4.20	16.50	8.39	30.25	25.24	20.98	26.89	30.10	26.57	38.66	28.16	44.06
Grade 8	2517.	2523.	2523.	5.07	6.36	10.43	28.26	30.91	24.35	28.99	30.91	25.22	37.68	31.82	40.00
All Grades	N/A	N/A	N/A	5.79	10.72	9.20	27.00	24.93	23.24	31.13	28.70	29.78	36.09	35.65	37.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	13.21	6.82	9.03	56.60	40.91	53.55	30.19	52.27	37.42
Grade 7	6.72	11.65	10.49	63.03	62.14	53.15	30.25	26.21	36.36
Grade 8	5.80	8.18	13.91	60.87	57.27	49.57	33.33	34.55	36.52
All Grades	8.26	8.70	10.90	60.33	52.46	52.30	31.40	38.84	36.80

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	9.43	10.61	9.03	55.66	47.73	60.65	34.91	41.67	30.32
Grade 7	10.08	25.24	10.49	53.78	49.51	48.95	36.13	25.24	40.56
Grade 8	6.52	6.36	13.91	55.07	63.64	49.57	38.41	30.00	36.52
All Grades	8.54	13.62	10.90	54.82	53.33	53.51	36.64	33.04	35.59

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	13.21	8.33	7.74	71.70	72.73	76.13	15.09	18.94	16.13
Grade 7	9.24	15.53	9.09	70.59	72.82	68.53	20.17	11.65	22.38
Grade 8	10.14	13.64	13.04	70.29	70.91	70.43	19.57	15.45	16.52
All Grades	10.74	12.17	9.69	70.80	72.17	71.91	18.46	15.65	18.40

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	9.43	8.33	9.68	72.64	62.88	72.26	17.92	28.79	18.06
Grade 7	10.08	16.50	11.19	63.87	64.08	59.44	26.05	19.42	29.37
Grade 8	11.59	7.27	12.17	65.22	69.09	67.83	23.19	23.64	20.00
All Grades	10.47	10.43	10.90	66.94	65.22	66.59	22.59	24.35	22.52

Conclusions based on this data:

1. ~32% of our students met or exceeded the standards of the English Language Arts component of the CAASPP, while the majority of the students (~68%) performed below the standard.

2. Our students' greatest strength continues to be in the area of Listening. ~82% of our students are At/Near Standard or Above Standard.

3. Palermo students' greatest weaknesses are in the area of Reading and Writing with ~36% of our students scoring Below Standard in each category.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	118	139	159	106	132	154	106	132	154	89.8	95.0	96.9
Grade 7	135	116	155	119	103	142	119	103	142	88.1	88.8	91.6
Grade 8	160	132	131	138	111	115	138	110	115	86.3	84.1	87.8
All Grades	413	387	445	363	346	411	363	345	411	87.9	89.4	92.4

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2461.	2440.	2462.	5.66	4.55	3.90	7.55	6.82	12.99	27.36	25.76	30.52	59.43	62.88	52.60
Grade 7	2471.	2488.	2453.	4.20	6.80	4.93	8.40	12.62	7.75	31.93	28.16	23.94	55.46	52.43	63.38
Grade 8	2481.	2491.	2476.	5.07	5.45	5.22	11.59	16.36	8.70	27.54	28.18	23.48	55.80	50.00	62.61
Grade 11														
All Grades	N/A	N/A	N/A	4.96	5.51	4.62	9.37	11.59	9.98	28.93	27.25	26.28	56.75	55.65	59.12

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.72	3.03	3.90	31.13	31.06	35.71	64.15	65.91	60.39
Grade 7	3.36	5.83	7.04	42.02	44.66	32.39	54.62	49.51	60.56
Grade 8	6.52	4.55	5.22	43.48	55.45	40.00	50.00	40.00	54.78
Grade 11									
All Grades	4.96	4.35	5.35	39.39	42.90	35.77	55.65	52.75	58.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.66	5.30	5.84	46.23	40.91	48.70	48.11	53.79	45.45
Grade 7	5.88	5.83	2.82	57.14	55.34	46.48	36.97	38.83	50.70
Grade 8	5.07	5.45	6.09	49.28	50.00	46.96	45.65	44.55	46.96
All Grades	5.51	5.51	4.87	50.96	48.12	47.45	43.53	46.38	47.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.77	5.30	3.90	63.21	50.00	61.69	33.02	44.70	34.42
Grade 7	4.20	10.68	4.93	63.03	62.14	55.63	32.77	27.18	39.44
Grade 8	5.07	5.45	3.48	61.59	58.18	60.00	33.33	36.36	36.52
All Grades	4.41	6.96	4.14	62.53	56.23	59.12	33.06	36.81	36.74

Conclusions based on this data:

1. ~15% of our students met or exceeded the standards of the Mathematics components of the CAASPP, while the majority of the students (~85%) performed below the standard.

2. Palermo students' greatest strength continues to be in the area of Communicating Reasoning. 60% of our students are Above or At/Near Standard.

3. Our students' greatest weakness is in the area of Concepts & Procedures. Only 36% of our students are At or Near Standard, and 5% are Above Standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	1540.2	*	*	1535.3	*	*	1544.9	*	10	20	10
7	1554.3	*	1554.7	1556.3	*	1565.2	1551.9	*	1543.6	14	10	18
8	*	1580.6	*	*	1586.8	*	*	1573.9	*	10	13	8
All Grades										34	43	36

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	20.00	*	*	60.00	*	*	10.00	*	*	10.00	*	*	20	*
7	21.43	*	33.33	64.29	*	33.33	7.14	*	27.78	7.14	*	5.56	14	*	18
8	*	46.15	*	*	46.15	*	*	7.69	*	*	0.00	*	*	13	*
All Grades	29.41	25.58	36.11	41.18	55.81	38.89	26.47	13.95	19.44	2.94	4.65	5.56	34	43	36

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	45.00	*	*	35.00	*	*	15.00	*	*	5.00	*	*	20	*
7	50.00	*	61.11	42.86	*	16.67	0.00	*	11.11	7.14	*	11.11	14	*	18
8	*	61.54	*	*	38.46	*	*	0.00	*	*	0.00	*	*	13	*
All Grades	44.12	51.16	52.78	41.18	32.56	30.56	11.76	11.63	8.33	2.94	4.65	8.33	34	43	36

Oral Language
Percentage of Students at Each Performance Level for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	5.00	*	*	40.00	*	*	40.00	*	*	15.00	*	*	20	*
7	14.29	*	11.11	28.57	*	22.22	50.00	*	44.44	7.14	*	22.22	14	*	18
8	*	15.38	*	*	46.15	*	*	38.46	*	*	0.00	*	*	13	*
All Grades	14.71	6.98	16.67	26.47	46.51	25.00	47.06	39.53	41.67	11.76	6.98	16.67	34	43	36

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	25.00	*	*	65.00	*	*	10.00	*	*	20	*
7	14.29	*	11.11	78.57	*	61.11	7.14	*	27.78	14	*	18
8	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
All Grades	20.59	18.60	22.22	70.59	72.09	63.89	8.82	9.30	13.89	34	43	36

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	55.00	*	*	35.00	*	*	10.00	*	*	20	*
7	71.43	*	72.22	21.43	*	22.22	7.14	*	5.56	14	*	18
8	*	100.00	*	*	0.00	*	*	0.00	*	*	13	*
All Grades	58.82	72.09	77.78	38.24	23.26	16.67	2.94	4.65	5.56	34	43	36

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	15.00	*	*	55.00	*	*	30.00	*	*	20	*
7	0.00	*	11.11	64.29	*	33.33	35.71	*	55.56	14	*	18
8	*	23.08	*	*	46.15	*	*	30.77	*	*	13	*
All Grades	11.76	13.95	16.67	47.06	58.14	38.89	41.18	27.91	44.44	34	43	36

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	20.00	*	*	80.00	*	*	0.00	*	*	20	*
7	42.86	*	22.22	57.14	*	72.22	0.00	*	5.56	14	*	18
8	*	7.69	*	*	92.31	*	*	0.00	*	*	13	*
All Grades	23.53	20.93	27.78	73.53	79.07	69.44	2.94	0.00	2.78	34	43	36

Conclusions based on this data:

1. The majority of our students (~53%) scored a 4 on the Oral Language portion of the assessment.

2. Only 22% of our students scored Well Developed on the Listening Domain, while 78% scored Well Developed on the Speaking Domain.

3. While still low, our students growth in Written Language rose by 10%.

School and Student Performance Data
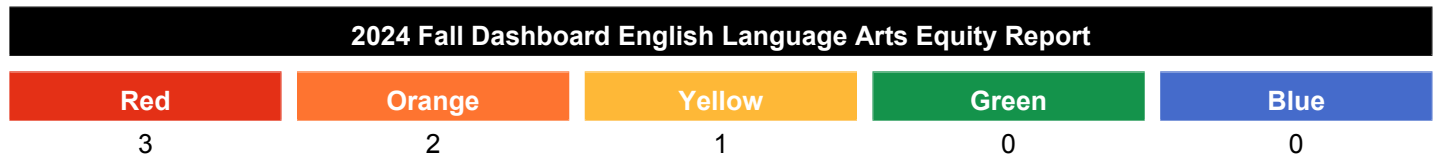
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
444	**74.5%**	**8.3%**	**0.5%**
Total Number of Students enrolled in Palermo School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	8.3%
Foster Youth	2	0.5%
Homeless	25	5.6%
Socioeconomically Disadvantaged	331	74.5%
Students with Disabilities	49	11%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9%
American Indian	12	2.7%
Asian	17	3.8%
Filipino	0	0.0%
Hispanic	148	33.3%
Two or More Races	57	12.8%
Pacific Islander	0	0.0%
White	206	46.4%

Conclusions based on this data:

1. We have a diverse population of students including students with disabilities, homeless, English Learners, and students who are socioeconomically disadvantaged.

2. Our Hispanic and White populations are significantly larger than any other population.

3. ~75% of our students come from socioeconomically disadvantaged households.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. Our EL students' progress continues to be scored as high.

2. Mathematics continues to be an area of focus to strengthen.

3. Chronic Absenteeism and Suspensions decreased.

School and Student Performance Data

Academic Performance
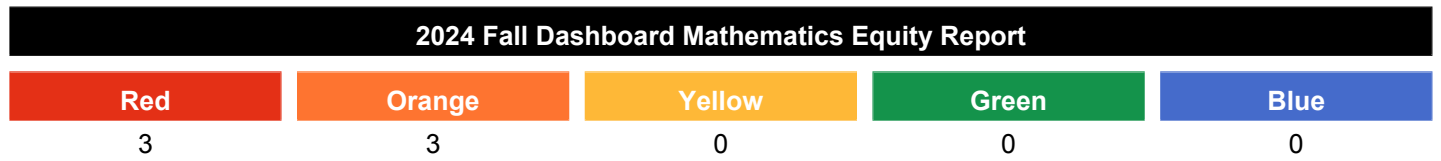## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
47.1 points below standard	78.4 points below standard	89.1 points below standard
Increased 4.8 points	Declined 7.7 points	Increased 17.8 points
395 Students	54 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	26.6 points below standard	57.5 points below standard
	Increased 16.0 points	Maintained 1.2 points
2 Students	20 Students	292 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
135.7 points below standard	Less than 11 Students	43.7 points below standard
Maintained 1.3 points		11 Students
49 Students	4 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
20.1 points below standard	0 Students	46.1 points below standard
Declined 28.1 points		Maintained 2.6 points
17 Students		139 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Yellow
98.4 points below standard	0 Students	47.2 points below standard
Declined 14.9 points		Increased 5.2 points
52 Students		180 Students

Conclusions based on this data:

1. Our White students increased by 5.2 points.

2. Our ELs and students of Two or More Races declined.

3. 4 of 5 student groups scored Low or Very Low.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
104.9 points below standard	134.1 points below standard	152.1 points below standard
Increased 4.5 points	Maintained 0.5 points	Increased 5.6 points
396 Students	55 Students	25 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	88.7 points below standard	116.7 points below standard
	Increased 20.6 points	Declined 4.7 points
2 Students	20 Students	293 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
171.2 points below standard	Less than 11 Students	105.6 points below standard
Increased 14.8 points		
	4 Students	11 Students
49 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
89.6 points below standard	0 Students	109.8 points below standard
Declined 69.0 points		Increased 8.9 points
17 Students		138 Students

Two or More Races	**Pacific Islander**	**White**
Orange	No Performance Color	Red
132.1 points below standard	0 Students	100.1 points below standard
Increased 6.2 points		Maintained 1.8 points
52 Students		180 Students

Conclusions based on this data:

1. Overall, All Students increased by 4.5 points.

2. 3/6 student groups' scores increased.

3. All highlighted groups are 100+ points below standardl.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
55.9% making progress.	45.8% making progress.
Number Students: 34 Students	Number Students: 24 Students

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.

2024 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**
0%	44.1%	5.9%	50%

Conclusions based on this data:

1. Compared to the State, we have a 10% higher progress rate.

2. The 50% of our EL students progressed at least one ELPI level.

3. Only 0% of our students decreased in their progress towards proficiency
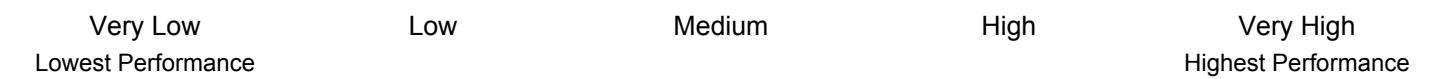
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
24.2% Chronically Absent	20.9% Chronically Absent	17.9% Chronically Absent
Declined 6.5	Increased 1.4	Declined 0.7
466 Students	43 Students	28 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	46.2% Chronically Absent	28.9% Chronically Absent
	Increased 5	Declined 5.2
2 Students	26 Students	349 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
32.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	28.6% Chronically Absent
Declined 16.9	4 Students	Declined 26
53 Students		14 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
5.6% Chronically Absent	0 Students	23.4% Chronically Absent
Increased 5.6		Declined 2.6
18 Students		154 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
26.2% Chronically Absent	0 Students	25.6% Chronically Absent
Declined 9.6		Declined 9.4
61 Students		215 Students

Conclusions based on this data:

1. Except one, all student groups decreased their rate of chronic absenteeism.

2. EL was the only student group that increased in absenteeism.

3. Our SWDs had the highest rate of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
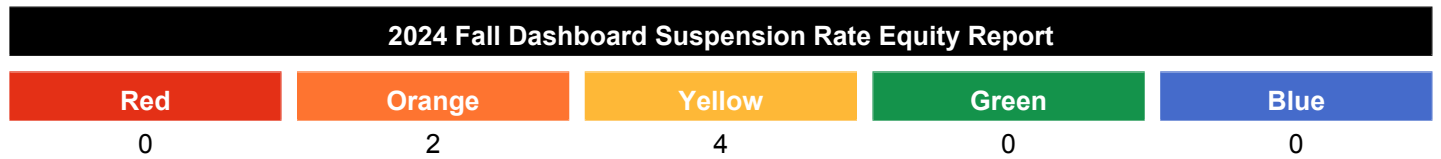## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
9.4% suspended at least one day	6.7% suspended at least one day	7.1% suspended at least one day
Declined 2.1%	Increased 0.4%	Declined 4%
481 Students	45 Students	28 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	14.8% suspended at least one day	10.8% suspended at least one day
	Increased 3.1%	Declined 1.3%
3 Students	27 Students	362 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day
Declined 7.9%	4 Students	Declined 29.7%
55 Students		15 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
5% suspended at least one day	0 Students	7% suspended at least one day
Increased 5%		Increased 0.5%
20 Students		157 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
11.3% suspended at least one day	0 Students	10.8% suspended at least one day
Declined 9.5%		Declined 2.1%
62 Students		223 Students

Conclusions based on this data:

1. Overall students suspensions decreased by 2%.

2. Highest rate of increase was 0.5% in our Hispanic student group.

3. 4/6 student groups' rate of suspension decreased.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance ELA
Create a plan to support the increase of the schoolwide percentage of students scoring "met or exceeded" on the CAASPP/Smarter Balanced Assessment at the end of the year will increase by 2%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Accept for our White students, all student subgroups performed Low or Very Low on the 2023-2024 CAASPP.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Test	All students groups subgroups, except our White students, performed at Low or Very Low.	All student groups will decrease their points below standards by 5 or more points.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Alignment of instruction with essential content standards: A. Through the PLC, Reading/ELA curriculum will be revised and refined on an ongoing basis driven by the use of common formative assessments to collect data. B. Allotted money will be spent to purchase supplemental materials to support areas of needed growth.	All Students	
1.2	Improvement of instructional strategies and materials: A. Site will use a Professional Learning Community (PLC) collaborative model to ensure that students are mastering grade level essential standards by analyzing assessment data and sharing effective instructional strategies.	All Students	7370 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to provide release time for teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	B. Professional Development opportunities that address the CCSS and effective instructional strategies will be provided as needed. C. PD will take place on two levels: Level I- district-wide staff development designed for all staff to participate, and Level II- personal mastery of specific skills. D. Teachers will implement the PLC collaborative model to analyze data, make data-informed informed instructional plans, and share best practices to develop curriculum. E. Teachers will continue training to collaborate effectively as a PLC. F. Department Heads will be a part of the PLC Guiding Coalition to give a voice to all teachers in order to best support students in meeting their learning goals and address needs to best support teachers and instruction. G. ELA and SpEd teachers will participate in co-teaching PD to best support our students with disabilities. H. Implement of academic relevant to grade level . I. As a site, we'll strengthen our understanding in the science reading and implement Tier 1 strategies to best support our students' reading fluencies and comprehension. J. As a site, we will receive PD on how to how to increase student retention of information.		5400.00 Title I 1000-1999: Certificated Personnel Salaries After Contract PIC time/Guiding Coalition 14,072 Other 5000-5999: Services And Other Operating Expenditures PLC Conference (Educator Effectiveness Grant)
1.3	Extended learning time: A. Before and/or after school tutoring for all students B. Before and/or after school tutoring for EL/students D. Enrichment clubs and targeted tutoring that are standard based meeting the needs of students.	All students	28250 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Tutoring 5,000 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries ELOP 61,395 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries ELOP 24,583 Extended Learning Opportunity 2000-2999: Classified Personnel Salaries After school clubs and enrichment
1.4	Increased intervention and academic opportunities during the school day:	All students	3,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	B. Students will participate in Tier 1 intervention/enrichment classes during the school day. C. MTSS Behavior and Academic Instructor will provide Tier 2 and Tier 3 during the school day for targeted students in need. D. Provide targeted ELD instruction during the school day to students who are not yet proficient in English. E. No Red Ink will be used as a supplemental program to fill gaps in grammar to support students meet writing goals. F. Supplementary informative text will be included in other content areas to support informative comprehension and writing. G. Learning Ally will be used to support identified struggling readers to increase reading fluency, comprehension, and the joy of reading grade level/high interest novels. H. iReady will implemented as an intervention component to support student growth in identified learning gaps. I. Essential academic language will be identified and specifically taught to students weekly. Students will be assessed on their knowledge to monitor growth. J. Lexia will support our students with IEP. 2		4000-4999: Books And Supplies Intervention Curriculum and Supplemental Materials 63000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD Teacher 8435 LCFF - Supplemental 4000-4999: Books And Supplies No Red Ink 1534 Title I 4000-4999: Books And Supplies Science World (Scholastic), Scholastic Jr 129,667 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Full Time Intervention Teacher 2599 LCFF - Supplemental 4000-4999: Books And Supplies Learning Ally 230 Title I 4000-4999: Books And Supplies Lexia 23,665 LCFF 5800: Professional/Consulting Services And Operating Expenditures iReady 128,408 Other 1000-1999: Certificated Personnel Salaries MTSS Teacher Community Schools Grant
1.5			
1.6	Involvement of staff, parents and community:	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	A) Staff will share and provide data during PLC meetings, Guiding Coalition meetings, and staff meetings. B) School Site Council monitors progress and makes revisions to the school plan annually. C) Interpretation of student assessment results will be provided to parents, including translation for EL parents. D) Ambassadors will meet monthly to express student voice		
1.7	Auxiliary services for students and parents: A) Paraprofessionals will assist teachers in the classroom to provide differentiated/instruction and enhanced student support. B) Bilingual aide and family advocate will assist EL students. C) Library aide will continue work of reaching goal of creating a learning/service hub for students and families. D) Indian Ed. instructional aide will assist Native American students.	All students	21,235 Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries classified salaries 86,847 Title I 2000-2999: Classified Personnel Salaries classified salaries- paraprofessionals 43,162 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified salaries- library aide 30,095 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified salaries-bilingual aide 66,517 Special Education 2000-2999: Classified Personnel Salaries classified salaries
1.8	Monitoring program implementation and results: A)Local assessment data and iReady data will be used B)Local assessment data (% of students meeting or exceeding proficiency) will be reported by grade level each trimester to admin.ed to frequently monitor student progress and drive changes in instruction as needed throughout the school year	All students	23,655 LCFF - Supplemental 4000-4999: Books And Supplies iReady
1.9	Targeting services and programs to low performing students: A) Address needs of low performing, special needs, and EL students via scaffolded, CCSS aligned instruction, and intervention groups.	low performing students, EL students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	B) Academically at-risk students will be meet monthly with Admin, Counselor, and/or Wellness Coach, and have additional support check-in with Advisory teachers.		
1.10	The Learning and Enrichment Library/Hub will be created to facilitate an increased rate of reading and additional academic support for students before, during, and after school.	All students	2,748.00 Title I 4000-4999: Books And Supplies Learning/Hub Infrastructure and Physical Space
1.11	MTSS Site Coordinator will direct and support our growth in creating Tier 2 and Tier 3 ELA/Reading interventions. An intervention specialist will be hired to support the Tier 2 and Tier 3 instruction and collect data to document the impact of the set interventions.	All Students	Community School Grant

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.The intentional use of data will continue to identify our students' needs and drive our focus to better support our students' learning outcomes. Implemented interventions and instructional strategies will be support their assessment outcomes on the 2026 CAASPP.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Creating a physically and emotionally safe school environment for the purpose of increasing attendance, supporting social/emotional health, and academic success of all student subgroups.
We will continue our efforts to decrease our current Dashboard Chronic absenteeism from 24.2%nto 22% to best support student academic achievement and mental/emotional health, and we will decrease our rate of suspensions from 9.4% to 7%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All schools will continue to build a positive school climate by creating and/or maintaining environments that are safe, responsive to student needs and invite and engage parents to become active members of the school community.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Attendance is essential to ensure strong Tier 1 instruction and to ensure interventions and additional supports are received consistently.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
chronic absenteeism and suspension rates measured on Dashboard	2024 Dashboard- 24% of students were chronically absent. 2024 Dashboard- 9% of all students were suspended.	We will decrease overall chronic absenteeism by 2%. Overall suspensions for all students will decrease by 2%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School site council will act a school safety review committee and review and develop strategies to improve attendance and decrease suspensions.	All students, chronically absent students and students receiving suspensions from all subgroups.	
2.2	Refocusing and mindfully implementing Positive Behavior Intervention (PBIS) trainings, meetings and implementation. The monitoring of PBIS data will inform best interventions for all students. Positive incentives twill be provided to students to encourage and reward choices and/or behavior. PBIS will guide interventions for academic, behavior and social emotional needs..	All students	3000 LCFF - Supplemental 4000-4999: Books And Supplies materials and incentives for attendance 8000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies materials, incentives for behavior rewards
2.3	Work with consultants for internal capacity building and development of school wide systems of support with restorative practices, PBIS, SEL, school climate, mental wellness, data driven decision making and identification and analysis of effective interventions and strategies. Classified staff will receive training to support the building of meaningful student relationships and strategies to de-escalate behaviors.	All students	2,000.00 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures consultation
2.4	Analyze chronic absenteeism list from 2024/25, and create an ongoing list for current year to intervene early for the students, meet with students and families to develop a plan to decrease absences. We will meet as an attendance team once a week to review current data and initiate a plan to support the students and families. Students with 95-100% attendance will be rewarded and recognized every six weeks	All chronically absent students from the previous year and students with multiple absences during the current year.	66,365 Rural Education Achievement Program (REAP) 1000-1999: Certificated Personnel Salaries Andee Farrar- student engagement (Title V) 45,508 Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries Andee Farrar- student engagement 47,403 Title I 1000-1999: Certificated Personnel Salaries Andee Farrar -student engagement 30,339 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Andee Farrar - student engagement
2.5	The following strategies will support our goal support our students with tools and resources to increase their ability to resolve peer conflict, and create/maintain a school climate that invites all students to attend school: continue the implementation of RULER, data gather through KELVIN surveys, partner with Mister Brown to provide social/emotional student, staff, and family support, and additional SEL curriculum and student centered SEL training to establish common grounds between students and building community. Implementing collaborative problem solving strategies (cps) will increase our ability of identifying the skill deficits our students in order to better support them in their learning and	All students	None Specified None Specified 2,500.00 Title I 4000-4999: Books And Supplies Planners 3,336 Other 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	relationships. A focus on executive function skills will support our students with their organization and self-regulation/monitoring. A full time counselor and wellness coach will provide support for students struggling academically and behaviorally. MTSS instructors will provide additional supports to strengthen our PBIS systems and ensure its fidelity.		Kelvin 11,000.00 Other 5000-5999: Services And Other Operating Expenditures Mister Brown
2.6	Involvement of staff, students, parents and community: A) Educate families on how to access online data (Illuminate). B) Student Ambassadors C) Parent Education Nights/ Family Nights (example: Social Media Awareness) D) Coffee & Conversation	All students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Parent Education Nights/ Family Nights 1,000.00 Other 5000-5999: Services And Other Operating Expenditures Coffee and Conversation 300.00 LCFF 2000-2999: Classified Personnel Salaries Child Care
2.7	Build meaningful relationships with students families using site website, social media platforms, Parent Square, Zoom.	All students	6,300 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Square 300 Unrestricted 5900: Communications Zoom 120.00 Unrestricted 5900: Communications Canva
2.8	Full time counselor and a wellness coach will be on site to support students with social/emotional, behavior and academic tools.	All students	62,887 Title I 1000-1999: Certificated Personnel Salaries Counselor 76,861 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.9	MTSS Site Coordinator will direct and support our growth in creating systems to best support our students Tier1-Tier3 social/emotional needs. To identify specific needs, admin and/or wellness coach will administer an empathy interview with	All students	110,331 Other 1000-1999: Certificated Personnel Salaries MTSS Coordinator Community School Grant

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	each each student with past suspensions in 2024-2025.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Together we are stronger and we are able to better identify the social/emotional needs of our students to ensure their level of safety on our campus. Providing multiple resources for our students to feel connected and support will allow us to intervene when conflict or concern of safety is reporte. With this plan put in place, our chronic absenteeism and suspension rates will decrease.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance Math
Create a plan to support the increase of the schoolwide percentage of students scoring "met or exceeded" on the CAASPP/Smarter Balanced Assessment at the end of the year will increase by 3%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students scored Very Low or Low on the 2024 CAASPP assessment.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP test	All Students scored Very Low or Low.	All student groups will decrease their points below standards by 3 or more points.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Improvement of instructional strategies, supports, and materials: A. Site will use a Professional Learning Community (PLC) collaborative model to ensure that students are mastering grade level essential standards by analyzing assessment data and sharing effective instructional strategies. B. Professional Development opportunities that address the CCSS and effective instructional strategies will be provided as needed. C. PD will take place on two levels: Level I- district-wide staff development designed for all staff to participate, and Level II- personal mastery of specific skills. D. Teachers will implement the PLC collaborative model to analyze data, make data-informed	All students	129,667 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Intervention Teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	informed instructional plans, and share best practices to develop curriculum. F. Hiring an additional teacher will allow for interventions to take place during the school day. G. MTSS Behavior and/or Academic Instructor will provide Tier 2 and Tier 3 during the school day for targeted students in need. H. Instructional aides to work in math classes to support learning outcomes. I. IEssential academic language will be identified and specifically taught to students weekly. Students will be assessed on their knowledge to monitor growth. J. A representative will meet monthly with our district's Math Task Force to focus on district/site concerns, and implement strategies to best support all Palermo students TK-8th grades. K. District Math Task Force will meet monthly to begin vertically aligning focuses, goals, and instructional strategies.		
3.2	Increased intervention academic opportunity during/after the school day: A. Identified students will receive Tier 2/3 support. B. Targeted Tutoring and HW Halls will support student learning outcomes. C.SWD will utilize Go Math to support success of meeting grade level learning outcomes.		1,000.00 Title I 4000-4999: Books And Supplies Go Math SpEd
3.3	Monitor program implementation and analyze student data at the end of each trimester.Staff development and professional collaboration: A. Professional development will take place on two levels: Level I – district-wide staff development designed for all staff to participate, and Level II – personal mastery of specific skills. B.Teachers will implement the PLC collaborative model to share best practices, develop curriculum and analyze student data C.Teachers will continue training to become effective collaborate as a PLC. D. Teacher will schedule PLC meetings dates during the school year to review date and create common formative assessments.	All Students	
3.5	Monitoring program implementation and results: A)Local assessment data and iReady data will be used. B)Local assessment data (% of students meeting or exceeding proficiency) will be reported by grade level each trimester to admin to frequently monitor student progress and drive changes in instruction as needed throughout the school year	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.6	MTSS Site Coordinator will direct and support our growth in creating Tier 2 and Tier 3 Math interventions. An intervention specialist will be hired to support the Tier 2 and Tier 3 instruction and collect data to document the impact of the set interventions.	All Students	Community School Grant

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.The intentional use of data will continue to identify our students' needs and drive our focus to better support our students' learning outcomes. Our students of Two or More Races will be a focus of our inquiries. Implemented interventions and instructional strategies will be support their assessment outcomes on the 2026 CAASPP.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, intervention and enrichment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

50% of our students' progressed at least one ELPI Level, and 50 % percent maintained their placement from the previous year.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	0% of students' performance declined.	Maintain 0%
ELPAC	50% of our students maintained their performance from the previous level.	We will reduce this percentage by 2%.
ELPAC	50% of our students progressed one ELPI level.	We will increase this percentage by 2%.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Reading comprehension and writing will be a primary instructional focus for all EL students to best support growth in written language on ELPAC.	EL Students	1,000 Title III 4000-4999: Books And Supplies Supplemental Support
4.3	All teachers will participate in focused planning and discussion on the academic and social/emotional needs of ELs in conjunction with meeting the ELD standards.	EL Students	
4.6	Curriculum and supplemental materials will best support EL students to reach goal of increasing ELPI on the ELPAC.	EL Students	1,000 Title III 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trips and Incentives

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.The intentional use of data will continue to identify our students' needs and drive our focus to better support our students' learning outcomes. Implemented interventions and instructional strategies will be support their assessment outcomes on the 2026 CAASPP.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	N/A	
	N/A	

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$106282
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,393,084.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Rural Education Achievement Program (REAP)	$66,365.00
Title I	$220,919.00
Title II Part A: Improving Teacher Quality	$2,000.00
Title III	$2,000.00
Title IV Part A: Student Support and Academic Enrichment	$45,508.00
Title VII Part A: Indian Education	$21,235.00

Subtotal of additional federal funds included for this school: $358,027.00

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

State or Local Programs	Allocation ($)
Extended Learning Opportunity	$119,228.00
LCFF	$23,965.00
LCFF - Supplemental	$556,780.00
Other	$268,147.00
Special Education	$66,517.00
Unrestricted	$420.00

Subtotal of state or local funds included for this school: $1,035,057.00

Total of federal, state, and/or local funds for this school: $1,393,084.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	119,228.00
LCFF	23,965.00
LCFF - Supplemental	556,780.00
Other	268,147.00
Rural Education Achievement Program (REAP)	66,365.00
Special Education	66,517.00
Title I	220,919.00
Title II Part A: Improving Teacher Quality	2,000.00
Title III	2,000.00
Title IV Part A: Student Support and Academic Enrichment	45,508.00
Title VII Part A: Indian Education	21,235.00
Unrestricted	420.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	997,851.00
2000-2999: Classified Personnel Salaries	272,739.00
4000-4999: Books And Supplies	59,701.00
5000-5999: Services And Other Operating Expenditures	36,708.00
5800: Professional/Consulting Services And Operating Expenditures	25,665.00
5900: Communications	420.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	94,645.00
2000-2999: Classified Personnel Salaries	Extended Learning Opportunity	24,583.00
2000-2999: Classified Personnel Salaries	LCFF	300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	23,665.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	429,534.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	73,257.00
4000-4999: Books And Supplies	LCFF - Supplemental	46,689.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,300.00
1000-1999: Certificated Personnel Salaries	Other	238,739.00
5000-5999: Services And Other Operating Expenditures	Other	29,408.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	66,365.00
2000-2999: Classified Personnel Salaries	Special Education	66,517.00
1000-1999: Certificated Personnel Salaries	Title I	123,060.00
2000-2999: Classified Personnel Salaries	Title I	86,847.00
4000-4999: Books And Supplies	Title I	11,012.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2,000.00
4000-4999: Books And Supplies	Title III	2,000.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	45,508.00
2000-2999: Classified Personnel Salaries	Title VII Part A: Indian Education	21,235.00
5900: Communications	Unrestricted	420.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	780,867.00
Goal 2	478,550.00
Goal 3	130,667.00
Goal 4	3,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on November 12, 2020.

Attested:

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

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023