School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palm Middle School	33-67124-6110027		June 25, 2019

Purpose and Description

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

Additional Targeted Support and Improvement

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

The school has partnership with stakeholders (including the principal, other school leaders, teacher, classified staff, parents as well as the School Site Council [SSC]) developed and will implement a targeted support and improvement plan for the school to improve student outcomes for each student group identified.

Groups identified:
African Americans
English Learners
Homeless
Students with Disabilities

Comprehensive Needs Assessment Components

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

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

Student School Climate Survey
Parent Fall Survey

Staff surveys were conducted throughout the year for input in programs, professional development and resources, and the following results were found:
Department requesting more funding for resources and materials
Provide more release time for departments/grade levels to plan and/or participate in Learning Walks
Provide support and consistency with student interventions and discipline

Continue with science and social studies supplemental resources to support implementation of NGSS and social studies grade level standards.
Technology resources (equipment, site licenses, etc.) to support the implementation of innovation and increase intervention supports and materials

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

The teachers at Palm Middle School serve a diverse population of students. It is critical for teachers at Palm to be responsive to the diverse cultural, linguistic, and socioeconomic backgrounds of all students. The California Standards for the Teaching Profession support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. The standards reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas. It is also expected that uniformity will be observed across curriculum and grade levels promoting consistency in instructional learning goals for students to meet or exceed California State Standards that are embedded in the grade level Targets.

To meet the academic standards of students and ensure that all students have a fair and appropriate education, several of the following items are being focused on during walk-throughs and observations.

- There is a need for more teachers facilitating collaborative and partner support among students allowing for increased student talk. Lecture style instruction is still common in some classrooms.

- Teachers continue incorporating various technology formats into their teaching strategies using Chromebooks and Google Suite resources.

- Most room environments are conducive to learning including collaborative seating arrangements, displaying student work samples, articulation of standards, written and reinforced objectives, and agendas clearly displayed for what students are to master.

- Use of differentiated instruction and resources to meet student's academic needs is evident in most classrooms, but consistency is needed across the grade levels.

- Most teachers are working to connect student's prior knowledge, interests, and life experiences.

- Most teachers are using elements of Direct Interactive Instruction, SDAIE, Accelerated English (English 3D), and/or AVID strategies to effectively organize curriculum to support student understanding of subject matter.

- Administrators will continue to monitor cohesiveness among core curriculum areas and grade levels with California State Standards, ELD standards and differentiated instructional strategies.

- Most teachers are incorporating levels of Depth of Knowledge (DOK) questioning to increase the rigor of lessons using skills to increase student engagement, and students are using this strategy to develop critical thinking skills through inquiry or research. However, most remain in DOK levels 1 and 2.

- There is evidence of some teachers collaborating for interdisciplinary projects.

- Most teachers are modeling, using guided practice and independent practice as a sequential instructional process.

Analysis of Current Instructional Program

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

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

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

Parental Engagement

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

Palm Middle School provides opportunities for all parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

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

Palm Middle School has developed a written Title I parental involvement policy with input from Title I parents. Palm Middle School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Common Core State Standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:
A. The school's responsibility to provide high-quality curriculum and instruction,
B. The parents' responsibility to support their children's learning,
C. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff and opportunities to volunteer and participate in and observe the educational program.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Palm Middle School maintains an active School Site Council (SSC), African American Parent Advisory Committee (AAPAC) and English Learners Advisory Committee (ELAC) composed of the administration, support staff, teachers, parents and/or students.

SSC and ELAC have By-laws in place and are reviewed jointly annually at least twice a year. Meetings will be held six to eight (6-8) times during the year offering flexible meeting times/days for parents' convenience. Agendas, in English and Spanish, will be posted in the front office for a minimum of 72 hours prior to the meeting.

Resource Inequities

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

After reviewing and analyzing the 2018 Dashboard data, the team identified the above student groups as the most vulnerable with lowest English Language Arts and Math academic progression. In addition to the two academic areas, the Dashboard also revealed that the African American and Students with Disabilities were among the three groups with the highest rate of Suspension. Finally, the African American population has the highest rate of Chronic Absenteeism. The team has determined there are significant Resource Inequities for African American and Students with Disabilities. The greatest needs are in English Language Arts, Math and Behavioral Interventions. The team recognized that some provisions had been made for math which included after school tutoring, Saturday Academy, FEV tutoring for Students with Disabilities and school-wide daily math practice with Focused Instructional Model (FIM). The team will give priority to evidenced-based math strategy training with the site Math Coach as well as provided priority support opportunities to African American, English Learners, Homeless and Students with Disabilities struggling in math. The team also recognized that some provisions had been made for English Language Arts which included using Achieve 3000, Read Theory, tutoring and Saturday Academy. The team has agreed to provide additional training in Achieve 3000 for ELA, Science and Social Studies teachers and a site ELA Coach with the responsibility of providing evidenced-based instructional strategy training, interactive lesson designs and priority small groups for African American, English Learners, Homeless and Students with Disabilities. Finally the team recognized that some provisions had been made for decreasing chronic absenteeism which included monthly Saturday School, Pancake Breakfast, recognition and random drawings. The team will provided more frequent Saturday School opportunities, develop a system allowing students to make absences during the school day and host administrative-led conferences with students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.5%	0.5%	0.23%	6	6	3
African American	14.5%	13.0%	11.96%	180	171	153
Asian	1.9%	2.4%	2.66%	24	32	34
Filipino	1.5%	1.9%	1.33%	18	25	17
Hispanic/Latino	64.9%	66.4%	69.43%	804	870	888
Pacific Islander	0.8%	0.6%	0.63%	10	8	8
White	14.2%	12.8%	11.10%	176	168	142
Multiple/No Response	1.7%	%	%	21		
			Total Enrollment	1,239	1,311	1279

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	406	458	423
Grade 7	448	400	456
Grade 8	385	453	400
Total Enrollment	1,239	1,311	1,279

Conclusions based on this data:

1. Palm Middle School student population is diverse representing seven or more student groups.

2. More than 60% of the students are Hispanic and this data is consistent for last few years and increased gradually to 69.43%.

3. Other student population include African Americans, White, Asians, American Indians, Filipinos, and Pacific Islanders.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	147	138	176	11.9%	10.5%	13.8%
Fluent English Proficient (FEP)	270	326	314	21.8%	24.9%	24.6%
Reclassified Fluent English Proficient (RFEP)	16	32	37	10.5%	21.8%	26.8%

Conclusions based on this data:

1. The number of EL students decreased slightly last year, but have increase more than 3% this school years.

2. Palm Middle School achieved its targets as shown in RFEP steady increase of number of students over the period of last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	420	446	413	412	440	410	409	440	410	98.1	98.7	99.3
Grade 7	456	399	451	440	392	448	439	392	448	96.5	98.2	99.3
Grade 8	369	431	394	365	419	386	364	419	384	98.9	97.2	98
All Grades	1245	1276	1258	1217	1251	1244	1212	1251	1242	97.8	98	98.9

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2493.	2485.	2466.	10	7.95	7.07	25	24.09	21.22	31	29.77	21.71	33	38.18	50.00
Grade 7	2527.	2499.	2498.	10	8.16	6.25	30	23.98	25.00	29	25.26	27.01	31	42.60	41.74
Grade 8	2532.	2535.	2516.	6	9.55	6.51	31	30.07	25.00	33	27.68	30.47	30	32.70	38.02
All Grades	N/A	N/A	N/A	9	8.55	6.60	29	26.06	23.75	31	27.66	26.33	31	37.73	43.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	11.36	11.22	48	46.36	35.85	41	42.27	52.93
Grade 7	16	14.29	12.30	47	41.58	41.16	37	44.13	46.53
Grade 8	14	19.62	13.02	52	42.58	39.58	34	37.80	47.40
All Grades	14	15.04	12.17	49	43.60	38.92	37	41.36	48.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	13.18	10.00	44	39.09	33.90	43	47.73	56.10
Grade 7	25	13.27	14.99	43	42.35	41.16	32	44.39	43.85
Grade 8	15	17.07	11.52	49	46.15	41.36	37	36.78	47.12
All Grades	18	14.50	12.27	45	42.47	38.82	37	43.03	48.91

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	11.36	9.51	72	65.23	59.76	17	23.41	30.73
Grade 7	10	7.14	6.26	65	60.71	60.85	24	32.14	32.89
Grade 8	9	9.57	9.90	70	66.75	61.98	22	23.68	28.13
All Grades	10	9.44	8.46	69	64.32	60.84	21	26.24	30.70

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	15.68	15.12	57	51.59	46.83	24	32.73	38.05
Grade 7	20	16.84	15.66	54	43.37	47.87	26	39.80	36.47
Grade 8	14	18.42	16.67	56	51.44	50.26	30	30.14	33.07
All Grades	18	16.96	15.79	55	48.96	48.27	27	34.08	35.94

Conclusions based on this data:

1. For overall Achievement for all students, data shows 50% of the students has Not Met Standards. Data show a decrease in student numbers in all three areas, Standards Exceeded, Standards Met, and Standards Nearly Met as compared to last year.

2. For reading, writing, listening, and research/inquiry, all four areas there is an increase in student number who are below standards.

3. The data shows a need for an overall focus on ELA skills supporting students to improve reading, writing, listening, and research/inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	420	446	414	413	443	411	410	443	411	98.3	99.3	99.3
Grade 7	457	399	452	442	393	447	441	393	447	96.7	98.5	98.9
Grade 8	370	431	394	367	426	387	366	426	387	99.2	98.8	98.2
All Grades	1247	1276	1260	1222	1262	1245	1217	1262	1245	98	98.9	98.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2486.	2490.	2490.	10	14.00	14.60	17	15.58	12.17	31	27.77	27.74	42	42.66	45.50
Grade 7	2500.	2490.	2500.	9	10.69	12.08	19	11.45	15.44	31	26.97	28.64	41	50.89	43.85
Grade 8	2497.	2507.	2490.	6	9.62	10.85	15	16.90	9.30	23	22.30	19.38	55	51.17	60.47
All Grades	N/A	N/A	N/A	8	11.49	12.53	17	14.74	12.45	29	25.67	25.46	46	48.10	49.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	19.64	20.19	30	29.12	27.25	53	51.24	52.55
Grade 7	17	14.76	18.16	30	23.41	28.03	53	61.83	53.81
Grade 8	14	14.79	12.69	27	25.35	18.91	59	59.86	68.39
All Grades	16	16.48	17.14	29	26.07	24.94	55	57.45	57.92

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	11.96	10.71	43	39.95	37.96	47	48.08	51.34
Grade 7	10	11.45	9.84	41	39.19	42.06	49	49.36	48.10
Grade 8	7	13.15	12.18	54	36.15	43.01	39	50.70	44.82
All Grades	9	12.20	10.85	45	38.43	41.00	45	49.37	48.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	11	17.16	17.03	53	36.57	32.36	36	46.28	50.61
Grade 7	12	9.41	14.77	56	49.62	51.45	32	40.97	33.78
Grade 8	8	11.27	9.59	50	46.24	38.86	42	42.49	51.55
All Grades	10	12.76	13.91	53	43.90	41.24	36	43.34	44.86

Conclusions based on this data:

1. Problem Solving & Modeling/Data Analysis data shows a decline in scores from the last year. However, for Concepts & Procedures and Communicating Reasoning, the number of students who scored above the standards increased.

2. Overall Achievement for All Students, data show an increase in students' number who did not met the standards.

3. For Mathematics, there is a need for consistent strategies for supporting all students across the grade levels.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1511.8	1522.3	1500.9	66
Grade 7	1514.3	1521.8	1506.4	52
Grade 8	1514.5	1518.6	1510.0	42
All Grades				160

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	18	27.27	29	43.94	*	*	*	*	66
Grade 7	18	34.62	19	36.54	*	*	*	*	52
Grade 8	11	26.19	21	50.00	*	*	*	*	42
All Grades	47	29.38	69	43.13	21	13.13	23	14.38	160

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	40	60.61	15	22.73	*	*	*	*	66
Grade 7	29	55.77	16	30.77	*	*	*	*	52
Grade 8	24	57.14	12	28.57	*	*	*	*	42
All Grades	93	58.13	43	26.88	*	*	15	9.38	160

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	13	19.70	28	42.42	24	36.36	66
Grade 7	*	*	17	32.69	13	25.00	18	34.62	52
Grade 8	*	*	12	28.57	19	45.24	*	*	42
All Grades	*	*	42	26.25	60	37.50	52	32.50	160

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	16	24.24	38	57.58	12	18.18	66
Grade 7	15	28.85	25	48.08	12	23.08	52
Grade 8	*	*	27	64.29	*	*	42
All Grades	40	25.00	90	56.25	30	18.75	160

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	52	78.79	*	*	*	*	66
Grade 7	43	82.69	*	*	*	*	52
Grade 8	33	78.57	*	*	*	*	42
All Grades	128	80.00	16	10.00	16	10.00	160

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	12	18.18	51	77.27	66
Grade 7	*	*	14	26.92	31	59.62	52
Grade 8	*	*	*	*	29	69.05	42
All Grades	13	8.13	36	22.50	111	69.38	160

Writing Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	51	77.27	*	*	66
Grade 7	*	*	41	78.85	*	*	52
Grade 8	*	*	31	73.81	*	*	42
All Grades	18	11.25	123	76.88	19	11.88	160

Conclusions based on this data:

1. The majority of students are performing at the Levels 1 and 2 in written Expression which demonstrate that ELs require more support in English Language writing acquisition.

2. Speaking and Listening skills are at higher levels or well developed.

3. Most students are performing at beginning level in Reading Domain which demonstrate need for more focus on non-fictional reading and comprehension skills.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,279	**78.1%**	**13.8%**	**0.9%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	176	13.8%
Foster Youth	12	0.9%
Homeless	180	14.1%
Socioeconomically Disadvantaged	999	78.1%
Students with Disabilities	219	17.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	153	12.0%
American Indian	3	0.2%
Asian	34	2.7%
Filipino	17	1.3%
Hispanic	888	69.4%
Two or More Races	34	2.7%
Pacific Islander	8	0.6%
White	142	11.1%

Conclusions based on this data:

1. Palm middle School has a significant population of socioeconomically disadvantage students, followed by students with disabilities, and homeless students. Palm Middle school also has a less than 14% EL students and and less than one percent foster youth.

2. Palm Middle School represent highly diverse student population of students representing eight or more races and ethnicity.

3. Palm Middle School majority population is Hispanic followed by African American and White students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

English Language Arts	Chronic Absenteeism	Suspension Rate
Orange	Orange	Yellow

Mathematics
Orange

English Learner Progress
No Performance Color

Conclusions based on this data:

1. Suspension data has improved from 2016-2017 to 2017-2018.

2. English Language Arts, Math and Chronic Absenteeism are areas of concern and need to determine attendance trends their effects on academic achievement.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	4	0	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
54 points below standard	77.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -14.3 points	Declined -17.4 points	
1156 students	320 students	7 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
77.5 points below standard	66.3 points below standard	155 points below standard
Declined -13.1 points	Declined -14.7 points	Declined -24.5 points
159 students	910 students	190 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
85.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	12.9 points below standard	60.8 points above standard
Declined -36.2 points	2 students	Declined -22 points	Increased 32.3 points
134 students		29 students	12 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
57.6 points below standard	28.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	33.3 points below standard
Declined -11.6 points	Declined -8.2 points	8 students	Declined -7.9 points
812 students	30 students		129 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
146 points below standard	28.2 points below standard	51.8 points below standard
Declined -5.2 points	Declined -3.1 points	Declined -13.2 points
134 students	186 students	708 students

Conclusions based on this data:

1. Not only has the school declined in ELA, but eight student groups have declined. Reviewing the domains were students performed the poorest will be critical for the team to focus with fidelity.

2. Seven student groups have declined by double-digits.

3. Current English Learners, REF, and native English speakers, all show decline in their performance, however, English only students point decline is significant and require for the team to analyze the data closely.
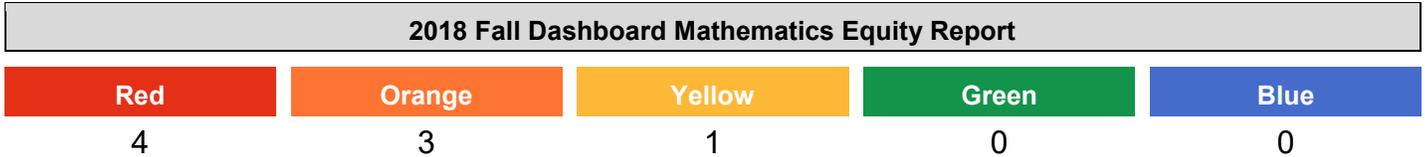
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	3	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
70.6 points below standard	100.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.4 points	Declined -8 points	
1157 students	319 students	7 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
105 points below standard	84.5 points below standard	169.6 points below standard
Maintained -1.8 points	Declined -3.1 points	Declined -4.3 points
158 students	911 students	189 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
107.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	3.4 points below standard	41.3 points above standard
Declined -20 points	2 students	Declined -14.6 points	Increased
134 students		29 students	36.1 points 12 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Yellow
76.7 points below standard	43.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	34 points below standard
Maintained -1.7 points	Maintained 0.6 points	8 students	Increased 11.9 points
812 students	31 students		129 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
173.5 points below standard	47.5 points below standard	65.3 points below standard
Maintained 1.4 points	Increased 8.5 points	Maintained -1.4 points
133 students	186 students	710 students

Conclusions based on this data:

1. Though our EL students have shown growth, Reclassified students have declined in math achievement. The math department needs to review data more closely for common domains students are not meeting standards.

2. Our EL students overall grew in math as compared to English only students.

3. There is a need to focus on student groups declining or maintaining low performances.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
160	29.4%	43.1%	13.1%	14.4%

Conclusions based on this data:

1. Though ELs are meeting their language acquisition goals, they have declined in both ELA and Math.

2. Suspension rates for ELs have declined significantly.

3. Number of students at level 4 and level 3 altogether accedes 72% showing a significant improvement.
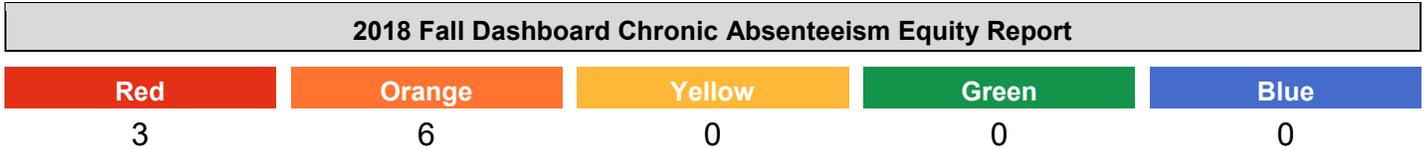
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	6	0	0	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
16.1% chronically absent	13.6% chronically absent	25% chronically absent
Increased 1.3%	Maintained 0.4%	Declined 11.4%
1372 students	199 students	20 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
20.6% chronically absent	17.8% chronically absent	24.8% chronically absent
Declined 1.4%	Increased 1.2%	Maintained 0%
214 students	1111 students	246 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Orange	No Performance Color
28.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	14.7% chronically absent	0% chronically absent
Increased 6.2%	3 students	Increased 2.9%	Maintained 0%
170 students		34 students	17 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Red	No Performance Color	Orange
13.7% chronically absent	27.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	17.8% chronically absent
Increased 0.5%	Increased 12.6%	8 students	Maintained 0.3%
952 students	36 students		152 students

Conclusions based on this data:

1. All of our significant student groups have double-digit rates for chronic absenteeism.

2. African Americans had a high percentage rate of absenteeism followed by students with two or more races.

3. There is a need for interventions to support students overcome their absenteeism.
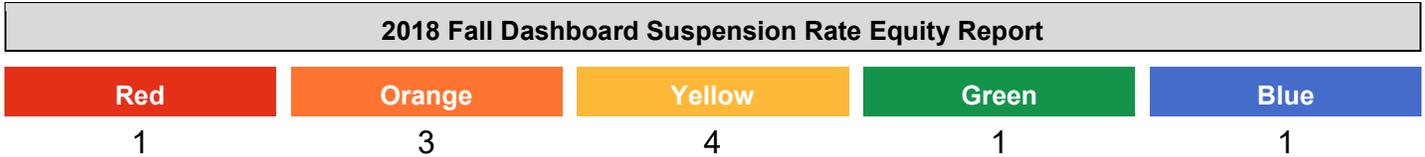
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	4	1	1

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Orange
11.3% suspended at least once	8.2% suspended at least once	25% suspended at least once
Declined -1.4%	Declined -3.2%	Declined -31.3%
1417 students	207 students	32 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Yellow
11.9% suspended at least once	12.4% suspended at least once	17.4% suspended at least once
Declined -1.6%	Declined -1.8%	Declined -4.5%
227 students	1148 students	253 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	No Performance Color
25.7% suspended at least once	Less than 11 Students - Data 4 students	0% suspended at least once	0% suspended at least once
Increased 0.3% 187 students		Declined -14.7% 35 students	Maintained 0% 17 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Orange
9.5% suspended at least once	5% suspended at least once	Less than 11 Students - Data 8 students	11% suspended at least once
Declined -1.6% 971 students	Declined -7.1% 40 students		Increased 2.9% 155 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
13.5% suspended at least once	12.7% suspended at least once	11.3% suspended at least once

Conclusions based on this data:

1. Though there is a slight decrease in suspensions, five student groups have increased.

2. Eight of our student groups are being suspended at a very high rate. There is a disproportionate amount of suspensions for African Americans, Students with Disabilities, and Foster Youth.

3. Many of these student groups with high suspension rates also have low growth in ELA and math.

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

All students are proficient in literacy, numeracy, critical thinking and technology skills.

Identified Need

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet Academic Growth Targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the meets/exceeds standards rate in grades 3-8 and 11 SBAC ELA and Math by 5% annually.	35%	40%
Progressively increase the number of students who meet their expected growth as measure by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP assessment with 50% or better of your students.	49%	50.0%
Increase English Learners' reclassification rate by 2% annually.	21.8%	23.8%
Increase the percentage of English Learners attaining English Proficiency by 5% annually.		
Ensure all students have access to standards-aligned instructions materials as measure by the Williams Report.	100%	100%

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

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

All Students

Strategy/Activity

Ensure that core and intervention materials are in full use; teachers have all the support materials, and all students have textbooks to use in class and at home for homework.

Provide instructional and resource materials for teachers and student access to California State Standards (CSS) aligned curriculum.

Library Technician will maintain a barcode system for newly/previously purchased textbooks and/or equipment to manage distribution.

Instructional Material

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

Amount(s)	Source(s)
5,000	Title I
2,500	LCFF

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

All Students

Strategy/Activity

Provide articulation work time for grade level teams, core curriculum departments and/or and across grade teacher groups.

Provide certified substitutes

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

Amount(s)	Source(s)
4,075	Title I

4,075	LCFF

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

All Students

Strategy/Activity

At least 50% of students will demonstrate progress on District Measures of Academic Progress (MAP) assessments each testing cycle. Teachers will administer as specified by the district testing calendar throughout the year. There will be three administrations of MAP.

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

Amount(s)   Source(s)

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

Students with Disabilities

Strategy/Activity

Special Education teachers use California State Standards for core curriculum. Read 180 will be used as additional instruction material.

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

Amount(s)   Source(s)

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

Students with Disabilities

Strategy/Activity

Monitor full use of instructional materials and the teaching of standards for SDC/Mod-Severe classrooms

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

Students with Disabilities, English Language Learners

Strategy/Activity

Implement/monitor Read 180 program for SDC students, English Learners Levels 1 and 2 and/or intensive intervention in language arts. Student progress should be monitored and students should be exited once criteria has been met.

Three bilingual instructional aides (3.75) will provide additional support to identified students in classroom.

IA Salary, IA Stipend

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

Amount(s)	Source(s)
59,036	LCFF
900	LCFF
163	Title I

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

All Students

Strategy/Activity

Access to core and core intervention materials are available and in full use:
Teacher Editions
Student Textbooks
Supplemental Materials
Ancillaries

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Entire Grade level/Department teams will continue to meet to discuss data, and how to implement California State Standards. Multiple measures will be utilized to support students and to make the best use of Multi Tier System of Support.

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

All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path

Identified Need

To prepare students for high school, it is crucial that middle school provide them with the appropriate tools. There is a need to increase teachers' pedagogical knowledge and content knowledge so they can support their students effectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.		
Decrease high school drop out by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.		
Increase the A-G course completion rate by 5% annually with an emphasis on African American, Hispanic, English Learner and Special Education subgroups.		
Attain a 40% AP passage rate of 3+ for all students with an emphasis on African American and Hispanic students.		
Increase the number of students exceeding standards on grade 11 SBAC in ELA and Math(EAP) by 5% annually.		

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

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

All Students

Strategy/Activity

Ensure that teachers will collaborate by team/grade level/department a minimum of 6 hours monthly to review the results of curriculum embedded student assessments and make instructional decisions. Collaboration will be during teachers' common prep periods,on Flex Wednesdays, and/or during Release Days.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Ensure that site level professional development focuses on supporting teachers to fully implement the California State Standards through core and intervention programs in all subjects and to increase the effective use of technology in the classrooms. In addition, Palm staff members will have opportunities to share technology skills and best practices with each other.

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

Amount(s)   Source(s)

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

Students with Disabilities, English Language Learners

Strategy/Activity

Ensure that all Science, Social Studies, Special Education, teachers working with our English Learner population and Intervention teachers attend Read 180 and/or Achieve 3000 training when offered and implement program with fidelity. Roving substitutes provided for teachers to attend Read 180, Achieve 3000 and English 3D training relate to English Learner student population.

Extra Duty

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

Amount(s)	Source(s)
13,000	Title I
4,075	LCFF

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

All Students

Strategy/Activity

Utilize the district professional development department, as well as site experts to provide staff development on Flex Wednesday Days specifically in the areas of California State Standards implementation, use of district adopted curriculum, strategies to increase student engagement and achievement.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Provide grade level and/or departments time during the summer, before and after school, and during school day for teachers to participate in collaborative discussions, analyze student data, develop common lessons/assessments, and implement best instructional practices.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Provide opportunities for certificated and classified staff to attend conferences that will improve instruction, provide training in implementation of California State Standards and assist teachers in ensuring all students are achieving grade level standards. Including California League of Schools and subject specific conferences.

Travel and Conferences

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

Amount(s)	Source(s)
5,000	Title I
5,000	LCFF

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

All Students

Strategy/Activity

Provide opportunities for certificated staff to attend AVID Summer Institute conferences that will improve instruction and assist teachers in ensuring all students are achieving grade level standards.

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

All Students

Strategy/Activity

Counselors will offer at least four parent workshops, one per quarter focusing on home/school communication, A-G requirements, transition to middle school, transition to high school, and academic resources available to
parents.

Parent Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,160	Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

It is important to offer teachers and classified staff opportunities that build their capacity as a life long learners, providing them with stills required for 21st century classroom.

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

Learning environments support all students to thrive academically at the rigor of each grade level

Identified Need

The school climate needs to address all students for intentional and targeted support across curriculum areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease suspension rate for Foster Youth* and African American* students by 5% annually.		
Meet or exceed 95% attendance rate for all students.	95.3%	95.0%
Decrease the chronic absenteeism rate for all students to 8% or less.	15%	8.0%

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

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

All Students

Strategy/Activity

Hire and retain highly qualified teachers according to federal and state requirements for teaching.

Provide ELA Coach to to support school-wide literacy, reading comprehension strategies, lesson design, and data analysis for all core areas.

ELA Coach

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

Amount(s)	Source(s)
86,164	Title I
68,982	LCFF

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

All Students

Strategy/Activity

Provide and maintain classroom technology equipment and supplies including but not limited to computers, LCD projectors, document cameras, Interactive Display Computers, so students and teachers have access.

Technology Equipment, Tech Support, Equipment

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

Amount(s)	Source(s)
20,000	Title I
2,500	LCFF
1000	Title I
2,000	Title I
500	LCFF

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

All AVID Students

Strategy/Activity

Provide AVID tutors who will assist in helping targeted AVID students with academic content specifically related to Language Arts and mathematics.

AVID Tutors

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

Amount(s)	Source(s)
10,000	Title I

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

All Students

Strategy/Activity

Provide software including but not limited to Gizmos Science, Rosetta Stone, Mosa Mack Science, NewsELA, Moby Max and math intervention software to provide supplemental support and assistance to student. Technology Site Licenses

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

Amount(s)	Source(s)
25,000	Title I
5,551	LCFF

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

All students

Strategy/Activity

Provide supplemental non-fiction digital and/or printed text materials for core curriculum classrooms so students have access to informational texts across curriculum at a variety of reading levels. Books and other reference materials

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

Amount(s)	Source(s)

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

EL, Foster Youth, and students with disabilities

Strategy/Activity

Ensure that eligible students, including English Learners, Foster Youth and Students with Disabilities, are enrolled in appropriate math and/or ELA intervention classes in which teachers are provided with research-based technology and programs.

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

Amount(s)	Source(s)

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

All students

Strategy/Activity

Provide students with access to additional text and research materials to increase student achievement and access to California State Standards related materials.

Subscriptions/memberships

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

Amount(s)	Source(s)
853	LCFF

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

EL Students

Strategy/Activity

The EL Facilitator will be given one class period per day to monitor EL students' progress, determine and recommend students for reclassification, oversee the monitoring or reclassified students, coordinate ELPAC testing, and facilitate EPLAC meetings.

Office Materials and Supplies

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

Amount(s)	Source(s)
300	LCFF
10,000	Title I
500	LCFF

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

All Students

Strategy/Activity

Purchase class sets of novels to increase the availability of appropriately challenging and current
reading materials.

Novel sets

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

Amount(s)	Source(s)
2,500	Title I

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

All Students

Strategy/Activity

Purchase supplemental materials for social studies, math and science classrooms to allow students
access to standards based curriculum for implementation of CSS. Monitor and support core
subjects through interdisciplinary units of study by providing grade level and cross curricular
articulation time on Flex Wednesdays and through common prep periods.

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

Amount(s)   Source(s)

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

All Students

Strategy/Activity

Promote a culture of high expectations for positive student behavior and academic success by
providing opportunities for:
Obtaining information about A-G requirements for college attendance through the AVID program
and schoolwide implementation of CCGI program. Honoring and acknowledging academic
excellence i.e. Award assemblies, banners, certificates, field trips, etc. Participation in arts and
extracurricular programs; band field trips, festivals, concerts, elementary band recruitment, and art
and speech competitions, Math Bee, Science Fair, Science Nights, Speech Competition, History
Day, AVID, STEAM electives and clubs, and Leadership Events.

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

Amount(s)	Source(s)
3,000	Title I
4,000	LCFF

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

All Students

Strategy/Activity

All teachers and/or building pods will be provided with basic technology equipment and supplies
necessary to support the required testing and to facilitate the integration of technology standards.
(printers, laptops, LCD projector, document camera)

Equipment lease

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

Amount(s)	Source(s)
15,853	Title I

Strategy/Activity 13

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

All Students

Strategy/Activity

Administration will meet with custodial staff monthly to ensure all buildings and facilities are sufficiently maintained for the safety of staff and students. Administration will provide professional development and/or coaching
opportunities from consultants focusing on Professional Learning Communities, trauma, executive functions, social justice and/or unconscious biases.

Consultant, Administrative Designee

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

Amount(s)	Source(s)
1,920	LCFF
1,800	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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

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

The goal of above strategies is to provide resources for students to participate in a rigorous and innovative instructional program. Teachers will be provided with professional development opportunities in order to implement and support common core standards effectively. Release time will also be provided for teachers to collaborate for data analysis, lesson planning, and assesment designing for effective instructions.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Parents, community members and labor groups in partnership with staff support student academic goals and career aspirations

Identified Need

Parent involvement is a major component in the success of student achievement, however, parent and community support is limited at Palm Middle School. We have to develop innovative ways to include parents/guardians at school and home realizing that parents who are unable to attend school events still have a vested interest in their child's education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All students

Strategy/Activity

Facilitate two-way communication between school personnel and homes. Provide school wide communications translated in Spanish when possible through ParentLink, Peachjar, school website and/or marquee. Opportunities for involvement include:
Pastries with Parents
SSC
Parent Ambassadors
AAPAC
ELAC
PTSA

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

All Students

Strategy/Activity

Utilize site counselors to provide at least four (4) parent workshops (morning and evening) covering topics of school transitions, mental health, communication, and academic resources. Counselors will offer at least four parent workshops, one per quarter focusing on home/school communication,

A-G requirements, transition to middle school, transition to high school, and academic resources available to parents.

Provide childcare for children three and up during workshops.

Supplies, Paper, Classified Hourly, Childcare

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,093	Title I
2,584	LCFF
3,500	Title I
2,000	LCFF
500	Title I
20,000	LCFF
7	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Involve parents in the planning, implementation and evaluation of the AVID, GATE and STEAM programs through surveys and/or parent meetings.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Encourage parents of English Learners to participate with the English Learner's Advisory Committee (ELAC).

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

All students

Strategy/Activity

Provide school related communication in English and Spanish whenever possible.

Facilitate two-way communication by aligning the site parent communication plan with the district's communication plan. Provide support and information through the use of:
Parent Link
PeachJar
English/Spanish notifications
English/Spanish Parent Survey
Open House/Back to School Night agendas
Academic Parent nights (math, literacy, STEAM, GATE, AVID, science fair, etc.)
Parent/School Title I Compact in the registration packet
Student planners
School/district website
Semester Awards assemblies
Summer mailers

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

All students

Strategy/Activity

Encourage school staff, parents, and students actively participate in the development and monitoring of the SPSA and categorical budgets through School Site Council (SSC) meetings. The SSC will be comprised of administration, classified staff, teachers, parents/community members and students.

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

All students

Strategy/Activity

Provide opportunities for parent training sessions/workshops as well as input to school programs through African American Parent Advisory Committee (AAPAC) and English Learner Advisory Committee (ELAC).

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

All Students

Strategy/Activity

Based on site needs, identify and provide resources, information, and training for parents.
Informational resources to include:
Counselor Informational Nights   Math League
SSC, ELAC and AAPAC meetings
Parent Meetings (AVID, STEAM, and GATE)
Back to School Night
Open House
Annual Title I Meetings

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

All Students

Strategy/Activity

Hold Annual Family Math and Literacy Nights, each semester, to provide parents with training and information about current resources, materials, and strategies in these areas. Workshops will be led by site personnel. Promote a climate that supports student academic and personal growth:
Science Fair
History Day
Math League
Counseling Support Groups
Field Trips
Awards/Recognition Assemblies
Speech Contest
Student of the Month
STEAM Clubs
Intramural Sports
Music Program

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

All Students

Strategy/Activity

Provide both childcare and translation at parent involvement events/workshops (ages three and up).

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

All Students

Strategy/Activity

Increase parent involvement by providing opportunities to attend conferences such as CABE, CAAASA and/or Footsteps to Freedom and/or other workshops(CAAP, PIQE) that promote parent involvement. Provide a consultant or a facilitator to focusing on parents needs such as supporting students with homework.

Consultant

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

Amount(s)	Source(s)
5000	LCFF

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

All Students

Strategy/Activity

Ensure that parents are involved in site decisions through School Site Council (SSC), LCAP Advisory Team, English Learner Advisory Committee (ELAC), African American Parent Advisory Committee (AAPAC), and Parent Teacher Student Association (PTSA).

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

All Students

Strategy/Activity

Provide light refreshments and basic materials (flyers, agendas, etc.) for SSC, ELAC, and AAPAC parent groups.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Palm will develop innovative ways to include parents and guardians to attend school events including flexible scheduling for school events.

Centralized Services for Planned Improvements in Student Performance

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

School environment conducive to learning.				
Actions to be Taken to Reach This Goal	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
The afterschool program, Think Together, offered at all elementary and middle schools provides supplemental academic learning in a safe and healthy environment. Students engage in fun and creative activities which strengthens social and mental health resiliency.	7-1-19 to 6-30-20	Think Together After School Program	3,500	Title I

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*

- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*

- *After–School and Summer School programs funded by categorical programs*

- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$408,091.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$216,015.00

Subtotal of additional federal funds included for this school: $216,015.00

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 ($)
LCFF	$192,076.00

Subtotal of state or local funds included for this school: $192,076.00

Total of federal, state, and/or local funds for this school: $408,091.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Dr. Mallanie Harris	Principal
Erika Garvin	Classroom Teacher
Andrea Tait	Classroom Teacher
David Coopersmith	Classroom Teacher
Roger Haegg	Classroom Teacher
Robin Carter	Other School Staff
Phyllis Cunningham	Parent or Community Member
April Rankin	Parent or Community Member
Kimberly Williams	Parent or Community Member
Bryan Galvan	Secondary Student
Harley White	Secondary Student
Marinelly Rivera	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: African American Parent Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/6/2019.

Attested:

Principal, Dr. Mallanie Harris on
SSC Chairperson, Bryan Galvan on

Parent Involvement Policy (Title I Schools)

Palm Middle School	Dr. Mallanie Harris	2018-19
School	**Principal**	**Year**

Parent Involvement Policy

Palm Middle School has developed a written Title I parental involvement policy with input from Title I parents.

Palm Middle School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California Common Core State Standards. The school-parent compact describes the following items in addition to items added by parents of Title I students: A. The school's responsibility to provide high-quality curriculum and instruction, B. The parents' responsibility to support their children's learning, C. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff and opportunities to volunteer and participate in and observe the educational program.

 It has distributed the policy to parents of Title I students. School's policy describes the means for carrying out the following Title I parental involvement requirements. *[Title I Parental Involvement, 20 USC 6318(a)-(f)]*

Involvement of Parents in the Title I Program

a.   Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
     Convenes an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved. These meetings will be held at Back to School Night, Open House and/or additional events as determined by times preferable for parents to attend.

b.   Offers a flexible number of meetings
     Offers a flexible number of meetings, such as meetings in the morning or evening, for which related translation, childcare and/or home visits may be provided as such services relate to parent involvement.
- School Site Council
- English Learners Advisory Committee
- Academic Workshops
- Language Acquisition Workshops
- Parent, Teacher and Student Association
- African American Parent Advisory Committee
- Student Success Team Meetings
- Bi-annual Staff Meetings
- Individual Educational Plan (IEP) Meetings

c.   Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of its Title I programs and the Title I parental involvement policy**
     Involves parents/guardians of Title I students in an organized, ongoing and timely way, in the planning, review and improvement of its Title I programs, the school's Title I parental involvement policy and the joint development of the plan for school-wide programs incorporated into the School Plan for Student Achievement.
- School Site Council
- English Learners Advisory Committee
- African American Parent Advisory Council (AAPAC)
- Other related parent meetings

d.   Provides parents of Title I students with timely information about Title I programs

Provides parents of Title I students with timely information about Title I programs. This information is distributed and explained explicitly at Back to School Night and/or Open House. Parents also receive information through postings on the school's website, parent-group meetings, Title I specific events and/or the ParentLink message communication system.

e.   Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

Provides parents of Title I students with an explanation of the school's curriculum, assessments and proficiency levels students are expected to meet. Parents may access parent-friendly information about the California Common Core State Standards (CA-CCSS) on the school's website or have a copy provided by the front office. Parent information on CA-CCSS is available in English, Spanish, Hmong, and Arabic. Curriculum and assessment expectations are discussed at school-wide group meetings, parent-teacher conferences and parent advisory group meetings.

Palm will provide:

- Student progress via individual assessments using CAASPP results, site and/or district assessment scores as well asreport card grades
- California State Standards by grade level in English and Spanish
- Descriptions and explanations of current curriculum, materials, instructional programs, and students' proficiency levels
- English language progress via the English Language Proficiency Assessment for California (ELPAC)

f.   Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Palm Middle School maintains an active School Site Council (SSC) and English Learners Advisory Committee (ELAC) composed of the Principal, Support staff, Teachers and/or Parents. SSC and ELAC have By-laws in place and are reviewed jointly annually at least twice a year. Meetings will be held six to eight (6-8) times during the year offering flexible meeting times/days for parents' convenience. Agendas, in English and Spanish, will be posted in the front office for a minimum of 72 hours prior to the meeting.

Accessibility

2.5 Accessibility. Each school and LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)

Palm Middle School provides opportunities for all parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

Reviewed 11/26/18

Note:
*   It may be helpful to include the policy review in the annual review of the School Plan for Student Achievement.*
**   The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318(c)(3)]*

Parent Compact Guidelines (Title I Schools)

Palm Middle School	Dr. Mallanie Harris	2018-19
School	**Principal**	**Year**

Parent Compact Guidelines

Palm Middle School has jointly developed with and distributed to parents of students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of students:

a. The school's responsibility to provide high-quality curriculum and instruction.

b. The parents' responsibility to support their children's learning.

c. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

Palm Middle School also supports parent involvement through the purposes and goals of Education Code 11502. To help reach these goals, the school will:

a. help parents to develop skills to use at home that support their children's academic efforts at school

b. help parents to develop skills to use at home that support their children's development as responsible future citizens of society

c. provide parents with techniques and strategies that they may utilize to improve their children's academic success and assist them in learning at home

d. build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities

e. train teachers and administrators to communicate effectively with parents; and

f. integrate parent involvement programs into the school's plan for academic accountability.

Accessibility

Palm Middle School provides opportunities for all parents to participate, including parents with limited English proficiency and parents with disabilities. This includes providing information and school reports in a form and language parents understand.

Reviewed 11/26/18

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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