

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
Kerman Middle School	10-73999-6006696	May 8, 2023	June 15, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

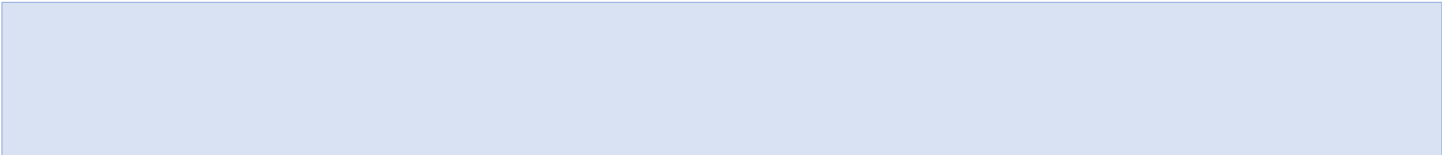
Kerman Unified School District uses the Single Plan for Student Achievement to improve the academic performance of all students to the level of the performance goals. Annually Kerman Unified School District schools review student performance data from various state and local assessments, then work with their School Site Councils and ELACs to develop their Single Plan for Student Achievement.

ATSI Status: Students with Disabilities in the areas of chronic absenteeism and ELS/Math scores.

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.

Kerman Unified School District and each school site's purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The Single Plan for Student Achievement will address how funds provided to the school through any of the sources identified in Ed Code Section 64000 will be used to improve the academic performance of all students to the level of the performance goals. The Single Plan for Student Achievement must also integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

To set school goals, the School Site Council needs to carefully review district priorities as stated in the LEA Plan and/or LCAP Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to a consensus about solutions. The Single Plan for Student Achievement involves continuous development, implementation, and monitoring cycle.



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).

The survey of program effectiveness was completed by the School Site Council. This survey revealed strengths and weaknesses of the site, as identified by parents, students, and staff, which will be addressed during the next school year. The annual parent survey was available for all families to complete online. The responses were generally favorable, with most parents rating the school “above average” or “high” for the majority of the questions. Communication via newsletters, Facebook, emails, etc. received favorable comments. The area with the most “average” or below rating was homework. The comments expressed a concern that there is too much homework.

Classroom Observations

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

Classroom walk throughs are conducted throughout the year by the administrative team. Observations provide an opportunity to see and document the continuum of the curriculum, student progress towards mastery of the standards, use of effective teaching strategies, application of professional development, and needs according to observation data. Administrators email the teacher directly for immediate feedback. The data indicate that teachers are applying what they are learning in the professional development training provided by the District.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data from the SBAC is used by staff to create department and school-wide goals for student achievement. Teachers use data from local assessments to assess daily instruction, serve as a guide for reteaching, and to modify their pacing guides. The state assessments used to modify instruction and improve student achievement include the CAASPP, the CAA, the CAST, the IAB, and the ELPAC for English Learners. Based on data from the CDE 2022 CAASPP Dashboard, Kerman Middle School qualifies for Additional Targeted Support and Improvement (ATSI) for the Students with Disabilities (SWD) subgroup. Certificated staff are invited to attend two paid planning days during the summer to use this data to plan and modify instruction that will lead to improvement in Math and ELA for all subgroups, with a focus on the SWD subgroup.

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

Teachers examine data from curriculum-embedded assessments during the weekly PLC meetings. From this data, teachers determine standards that need to be re-taught. Professional conversations center around effective teaching strategies, and teachers collaborate to improve student achievement. Illuminate is used to gather data from the various assessments. Math and ELA teachers administer the aReading and aMath assessments three times throughout the school year to provide data to inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kerman Unified recruits and hires the most qualified staff members available. All teachers have a bachelor's degree and have, or are working toward, their credentials for the subject which they teach.

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

Kerman Unified hires credentialed teachers whenever possible. If needed, interns are hired and provided with an Intern Support Provider to guide them during their first year. Teachers are provided with professional development on an ongoing basis. Examples include NGSS training for science, EL training to instruct teachers how to implement designated and integrated ELD, training on new adoptions. Teachers are surveyed to discover professional development needs, and teachers go through training with new textbook adoptions. Professional Development will focus on strategies that are effective for our SWD subgroup in Math and ELA. These may include Kagan and training on curriculum adopted for our Special Day Classrooms.

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

Staff development is planned according to the data from state and local assessments. Teachers are encouraged to attend professional development to address the specific needs of their department and students. During weekly PLCs, teachers discuss content standards and use the data to assess students' mastery. All staff development address the content standards and their delivery. Assessment data from the 2022 CAASPP revealed a need for staff development in meeting the needs of our SWD subgroup.

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

All new teachers are assigned a support provider. The support provider offers support and guidance, drawing on their years of experience.

Professional development is provided to assist teachers in their growth in areas such as Google applications/extensions; Thinking Maps, ELD strategies, and technology.

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

Teachers use the early release Wednesdays for collaboration in their departments. This time is used for examination of data, curriculum development, sharing of best practices, and planning.

Teaching and Learning

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

The content standards are used as a basis for curriculum and instruction. All materials purchased and used align with the standards. Professional development focuses on instruction that addressed the standards (e.g., the Eight Math Practices, EL strategies, performance tasks, inquiry (in science).

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

KMS meets the recommended instructional minutes for reading/language arts and mathematics as evidenced in our daily schedules.

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

Teachers include time for intervention and reteaching in their pacing guides. The KMS master schedule includes two periods of intervention per grade level in both ELA and Math, which are called our Seminar classes. All students will receive thirty minutes of intervention during the shortened schedule every Wednesday.

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

There are standards-based instructional materials available to all student groups.

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

All core classes use SBE-adopted and standards-aligned instructional materials, including materials for our intervention classes.

Opportunity and Equal Educational Access

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

Teachers include time for intervention and reteaching in their pacing guides. The KMS master schedule includes two periods of intervention per grade level in both ELA and Math. Intervention sessions are held during the shortened schedule every Wednesday. Special Education classes offer intervention for our SWD subgroup based on individual needs from the students' IEPs.

Evidence-based educational practices to raise student achievement

Teachers are trained in and use research based teaching strategies, along with data analysis, to raise student achievement. To address the needs of our SWD subgroup, teachers will use evidence-based strategies to improve the academic achievement of our students.

Parental Engagement

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

Small group instruction, intervention periods, and reteaching have been built into the daily schedule so that teachers can work with students who have shown a need for extra help. After school tutoring is offered two days per week, and our paraprofessionals offer tutoring before school every day.

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)

Parents were invited to examine and give input on the LCAP in PFC, SSC, DELAC, and town hall meetings. The KMS staff discussed and gave input on the 2023-2024 LCAP in staff meetings throughout the year.

Funding

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

All sites offer after school tutoring to students who are underperforming. Chromebooks and hotspots were given to students as needed. Migrant students attend special field trips throughout the year, and they are invited to summer school .

Fiscal support (EPC)

The LCAP and categorical funds are used to support the goals in the SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Involvement Process for the Single Plan for Student Achievement and Annual Review and Update as well as planning and budgeting is done through the School Site Council which consists of certificated teachers, classified staff, administrators, and parents. Additionally, the School Plan for Student Achievement and Annual Review and Update are shared and reviewed with ELAC and the Migrant Parent Advisory Committee. The Site Department/Grade Level Leadership Teams also provide input at our Early Release Wednesday Staff Development Days throughout the school year.

Resource Inequities

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

Kerman Unified School District has not identified any resource inequities as all sites are funded based on a school-wide Title I Program which benefits all students not just those who are considered to be socially-economically disadvantaged or at risk of failing to meet State Standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.51%	0.63%	5	4	5
African American	0.1%	%	0.63%	1	0	5
Asian	3.2%	3.86%	5.01%	26	30	40
Filipino	%	%	0%		0	0
Hispanic/Latino	87.4%	87.53%	87.34%	707	681	697
Pacific Islander	%	%	0%		0	0
White	8.2%	7.97%	6.27%	66	62	50
Multiple/No Response	0.5%	0.13%	0.13%	4	1	1
Total Enrollment				809	778	798

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	407	391	395
Grade 8	402	387	403
Total Enrollment	809	778	798

Conclusions based on this data:

1. The KMS enrollment by subgroup has seen very little change over the three year period.
2. The majority of of enrollment is Hispanic/Latino, which is a reflection of the Kerman community.
3. The total enrollment has gradually declined over the three year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	189	218	221	23.4%	28.0%	27.7%
Fluent English Proficient (FEP)	291	231	224	36.0%	29.7%	28.1%
Reclassified Fluent English Proficient (RFEP)	14			7.4%		

Conclusions based on this data:

1. The number of English Learners has increased over the last 3 years; however, the percentage dropped slightly in the 2022-2023 school year.
2. The number and percentage of Fluent English Proficient students have decreased every year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	397	384		389	375		389	375		98.0	97.7	
Grade 8	389	359		374	355		374	354		96.1	98.9	
All Grades	786	743		763	730		763	729		97.1	98.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2535.	2530.		7.97	9.60		38.82	34.67		29.56	29.33		23.65	26.40	
Grade 8	2538.	2537.		7.49	7.06		33.96	33.05		30.75	30.51		27.81	29.38	
All Grades	N/A	N/A	N/A	7.73	8.37		36.44	33.88		30.14	29.90		25.69	27.85	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	8.48	10.40		66.58	62.13		24.94	27.47	
Grade 8	9.63	10.45		60.43	58.19		29.95	31.36	
All Grades	9.04	10.43		63.56	60.22		27.39	29.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.40	17.87		63.75	61.33		21.85	20.80	
Grade 8	13.90	11.58		58.82	58.76		27.27	29.66	
All Grades	14.15	14.81		61.34	60.08		24.51	25.10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	9.25	9.60		75.84	73.07		14.91	17.33	
Grade 8	9.36	9.60		70.59	75.71		20.05	14.69	
All Grades	9.31	9.60		73.26	74.35		17.43	16.05	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	19.02	12.00		64.27	66.67		16.71	21.33	
Grade 8	16.84	16.38		65.24	66.38		17.91	17.23	
All Grades	17.96	14.13		64.74	66.53		17.30	19.34	

Conclusions based on this data:

1. The highest percentage of students performed at, near, or above standard in the Listening domain both years.
2. The percentage of students who met or exceeded the standard overall has remained consistent over the two year span.
3. Students with disabilities ranked in the "very low" category on the Dashboard, qualifying KMS for ATSI.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	397	383		389	377		389	377		98.0	98.4	
Grade 8	389	359		373	355		373	355		95.9	98.9	
All Grades	786	742		762	732		762	732		96.9	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2489.	2492.		6.68	5.84		13.62	17.24		34.45	33.42		45.24	43.50	
Grade 8	2480.	2486.		5.09	6.76		10.72	10.14		26.01	25.35		58.18	57.75	
All Grades	N/A	N/A	N/A	5.91	6.28		12.20	13.80		30.31	29.51		51.57	50.41	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	7.71	9.55		51.41	50.93		40.87	39.52	
Grade 8	5.36	7.04		42.09	43.10		52.55	49.86	
All Grades	6.56	8.33		46.85	47.13		46.59	44.54	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	5.14	5.84		61.18	55.70		33.68	38.46	
Grade 8	6.97	5.92		54.96	54.37		38.07	39.72	
All Grades	6.04	5.87		58.14	55.05		35.83	39.07	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	7.71	5.57		65.30	66.05		26.99	28.38	
Grade 8	4.56	5.63		66.22	55.77		29.22	38.59	
All Grades	6.17	5.60		65.75	61.07		28.08	33.33	

Conclusions based on this data:

1. The number of students scoring above, at or near standard increased over the two year span. Students with disabilities ranked in the "very low" category on the Dashboard, qualifying KMS for ATSI.
2. Concepts and Procedures was a weakness both years.
3. Communicating Reasoning was the strongest area both years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1516.3	1549.6		1520.6	1550.0		1511.5	1548.8		95	102	
8	1510.0	1565.7		1513.6	1572.3		1505.9	1558.7		88	69	
All Grades										183	171	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	22.11	27.45		42.11	44.12		21.05	19.61		14.74	8.82		95	102	
8	19.32	31.88		39.77	52.17		20.45	8.70		20.45	7.25		88	69	
All Grades	20.77	29.24		40.98	47.37		20.77	15.20		17.49	8.19		183	171	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	35.79	44.12		41.05	42.16		11.58	4.90		11.58	8.82		95	102	
8	34.09	49.28		39.77	40.58		10.23	5.80		15.91	4.35		88	69	
All Grades	34.97	46.20		40.44	41.52		10.93	5.26		13.66	7.02		183	171	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.26	11.76		31.58	29.41		41.05	44.12		22.11	14.71		95	102	
8	7.95	14.49		27.27	33.33		30.68	39.13		34.09	13.04		88	69	
All Grades	6.56	12.87		29.51	30.99		36.07	42.11		27.87	14.04		183	171	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	22.11	20.59		62.11	69.61		15.79	9.80		95	102	
8	15.91	24.64		61.36	69.57		22.73	5.80		88	69	
All Grades	19.13	22.22		61.75	69.59		19.13	8.19		183	171	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	66.32	67.65		22.11	23.53		11.58	8.82		95	102	
8	67.05	69.57		15.91	24.64		17.05	5.80		88	69	
All Grades	66.67	68.42		19.13	23.98		14.21	7.60		183	171	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.53	13.73		41.05	50.00		48.42	36.27		95	102	
8	13.64	18.84		32.95	34.78		53.41	46.38		88	69	
All Grades	12.02	15.79		37.16	43.86		50.82	40.35		183	171	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	8.42	21.57		78.95	71.57		12.63	6.86		95	102	
8	2.27	11.59		80.68	82.61		17.05	5.80		88	69	
All Grades	5.46	17.54		79.78	76.02		14.75	6.43		183	171	

Conclusions based on this data:

1. Speaking is a strength for our students, with 68% scoring in the Well Developed performance level.
2. The percentage of ELs scoring at level 4 overall increased over the two year period.
3. About 16% of our students are at the beginning level in reading, which explains their difficulties in mastering grade level assignments.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
778	85.1	28.0	0.4
Total Number of Students enrolled in Kerman Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	28.0
Foster Youth	3	0.4
Homeless	24	3.1
Socioeconomically Disadvantaged	662	85.1
Students with Disabilities	83	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	4	0.5
Asian	30	3.9
Filipino		
Hispanic	681	87.5
Two or More Races	1	0.1
Pacific Islander		
White	62	8.0

Conclusions based on this data:

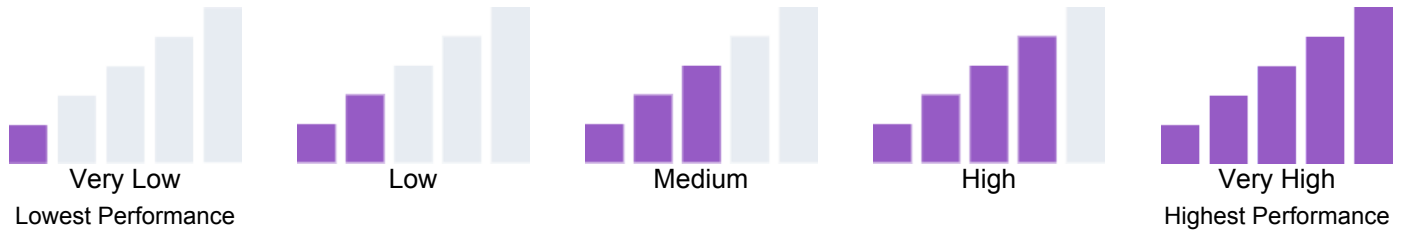
1. With 85% of our students in the socioeconomically disadvantaged subgroup, and 24 students who are homeless, we need to be aware of the basic daily needs of our students.
2. Just over 1/4 of our students are English Learners, so all teachers need to be aware of ELD standards and use strategies specially designed for language learners.
3. Students with disabilities is also a significant subgroup. Teachers need to be aware of their IEPs, accommodations, and strategies that will help them achieve academic improvement.

School and Student Performance Data

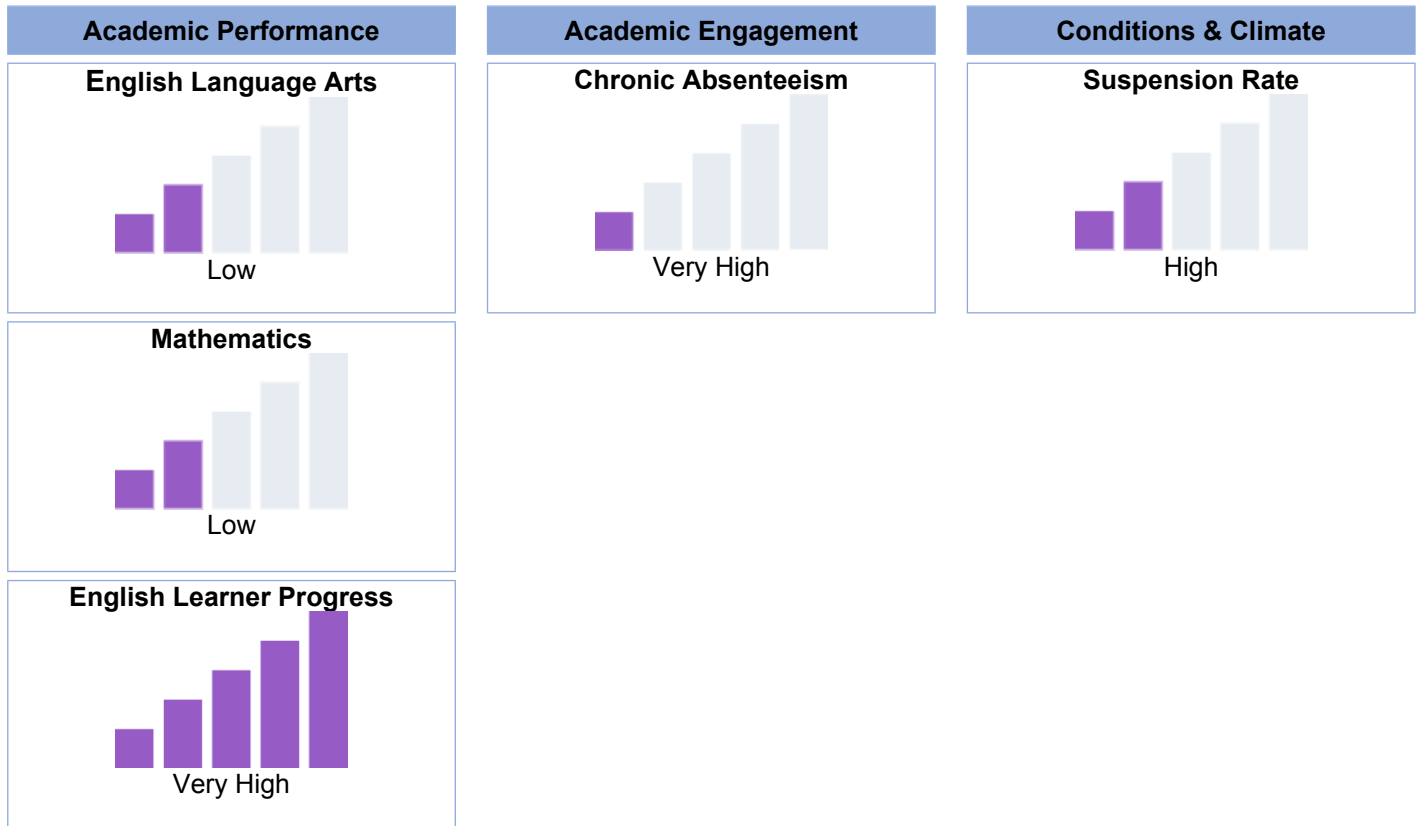
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Teachers need to continue to receive professional development on instruction of the standards in ELA and Math, and strategies to improve the academic achievement of all students.
2. Using attendance data from the prior year, students who are at risk of being chronically absent will be identified and met with monthly.

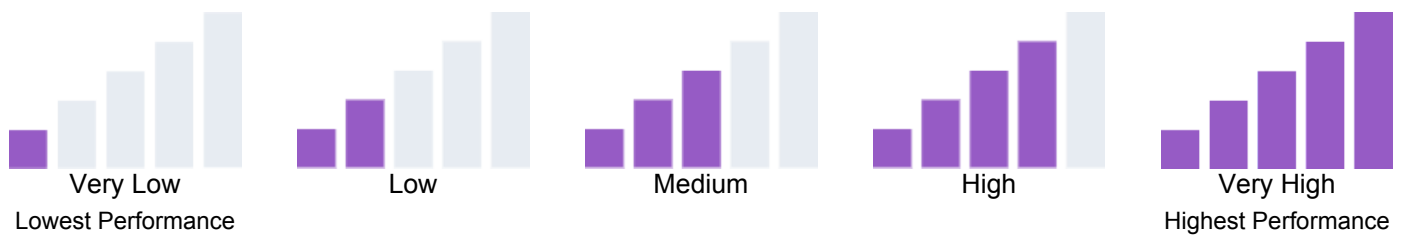
-
-
3. We need to continue our focus on EL strategies, as our EL progress is very high.

School and Student Performance Data

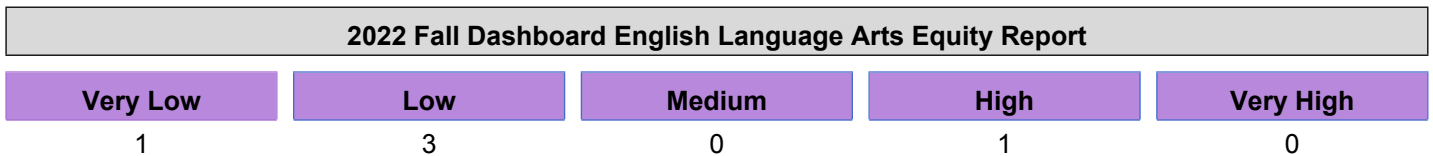
Academic Performance English Language Arts

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

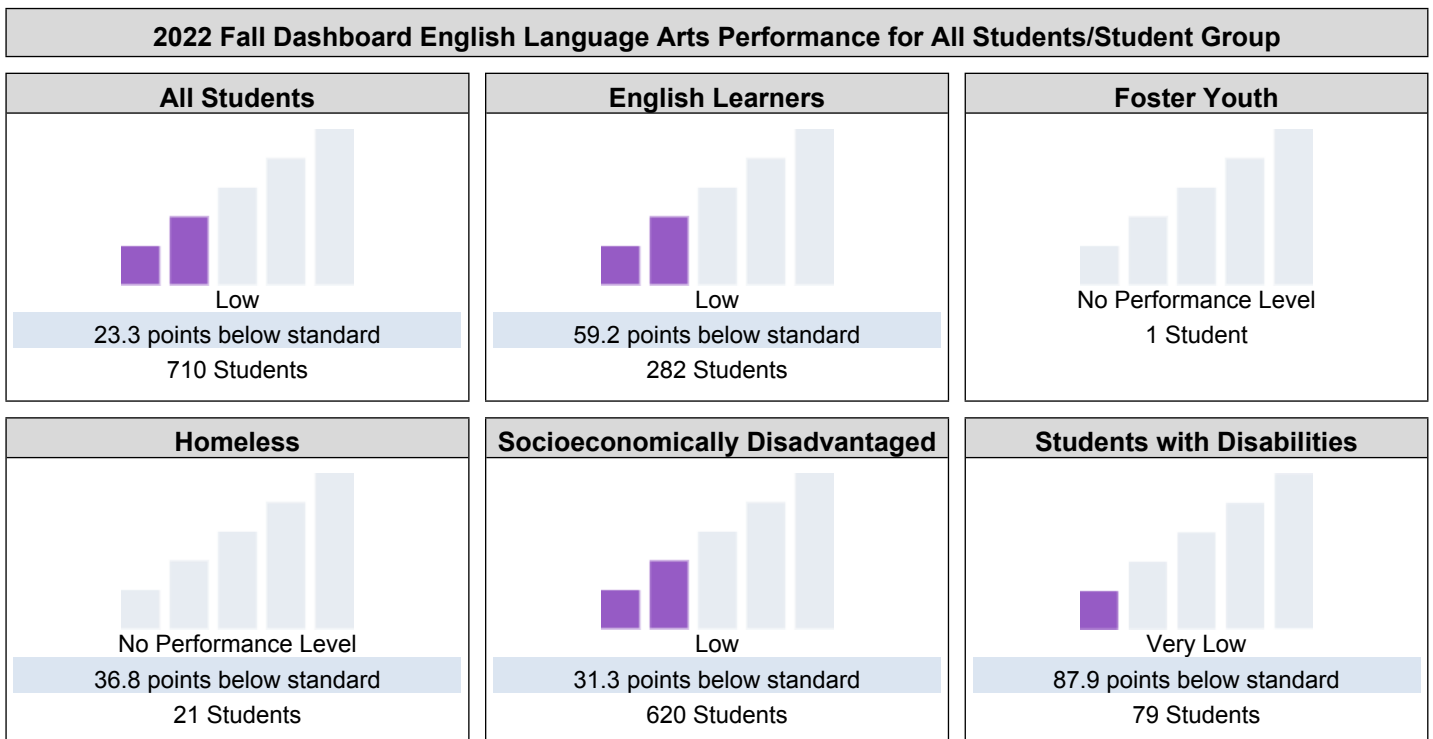
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



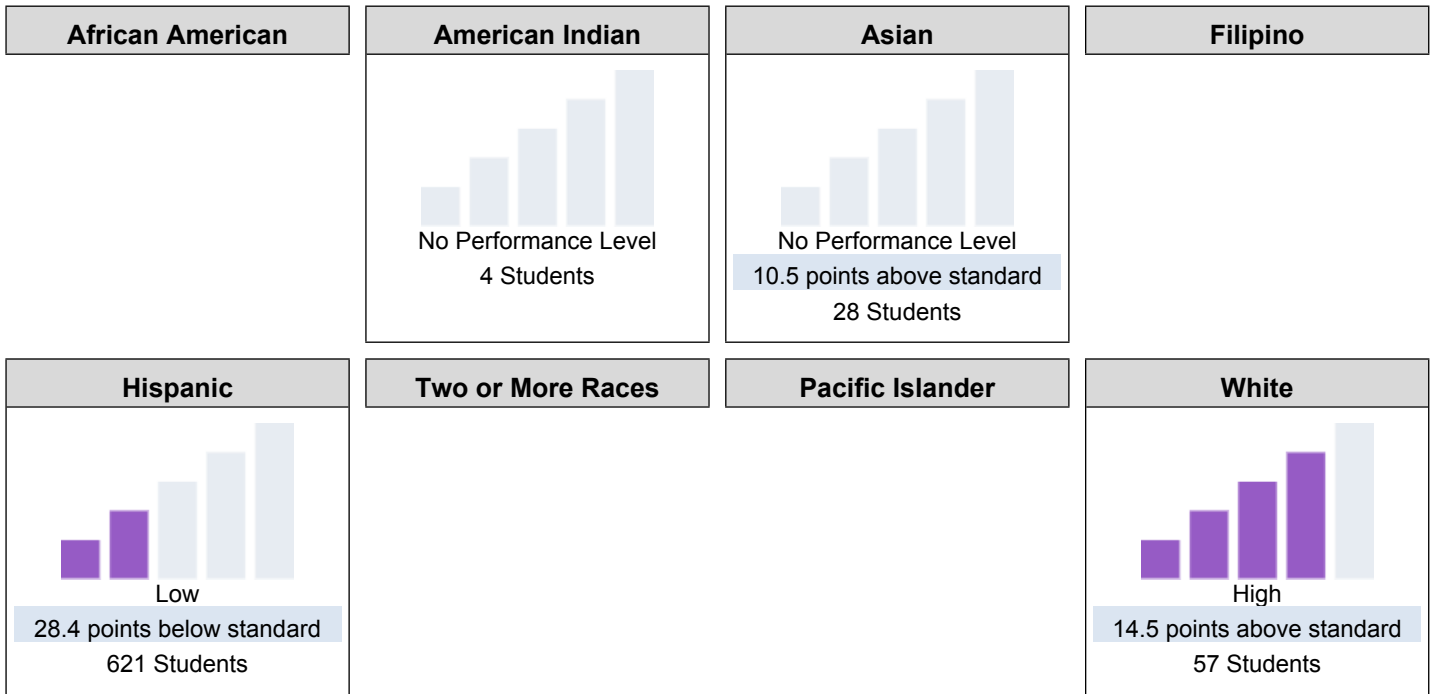
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.3 points below standard 163 Students	15.4 points below standard 119 Students	6.0 points below standard 307 Students

Conclusions based on this data:

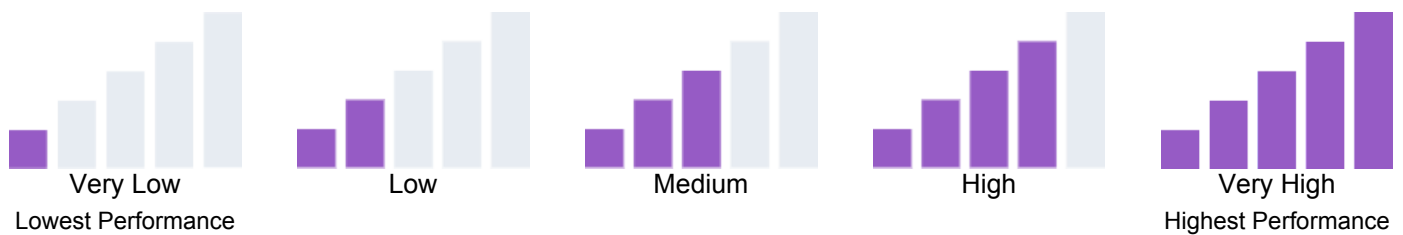
1. The SWD subgroup scored significantly lower than all other subgroups, indicating a need for targeted intervention to assist students in performance growth.
2. The white subgroup, which is the smallest identified subgroup, scored the highest when compared to all subgroups.
3. While the EL subgroup has made progress, they scored almost 60 points below standard.

School and Student Performance Data

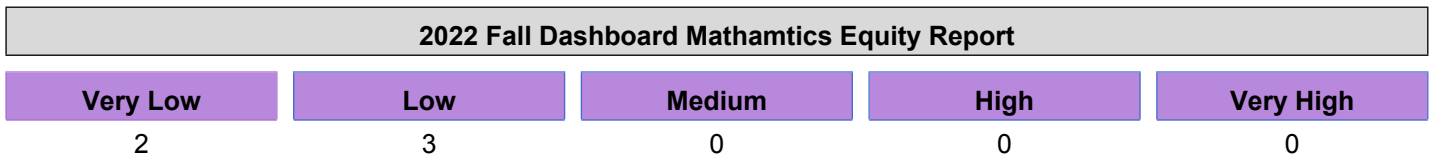
Academic Performance Mathematics

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

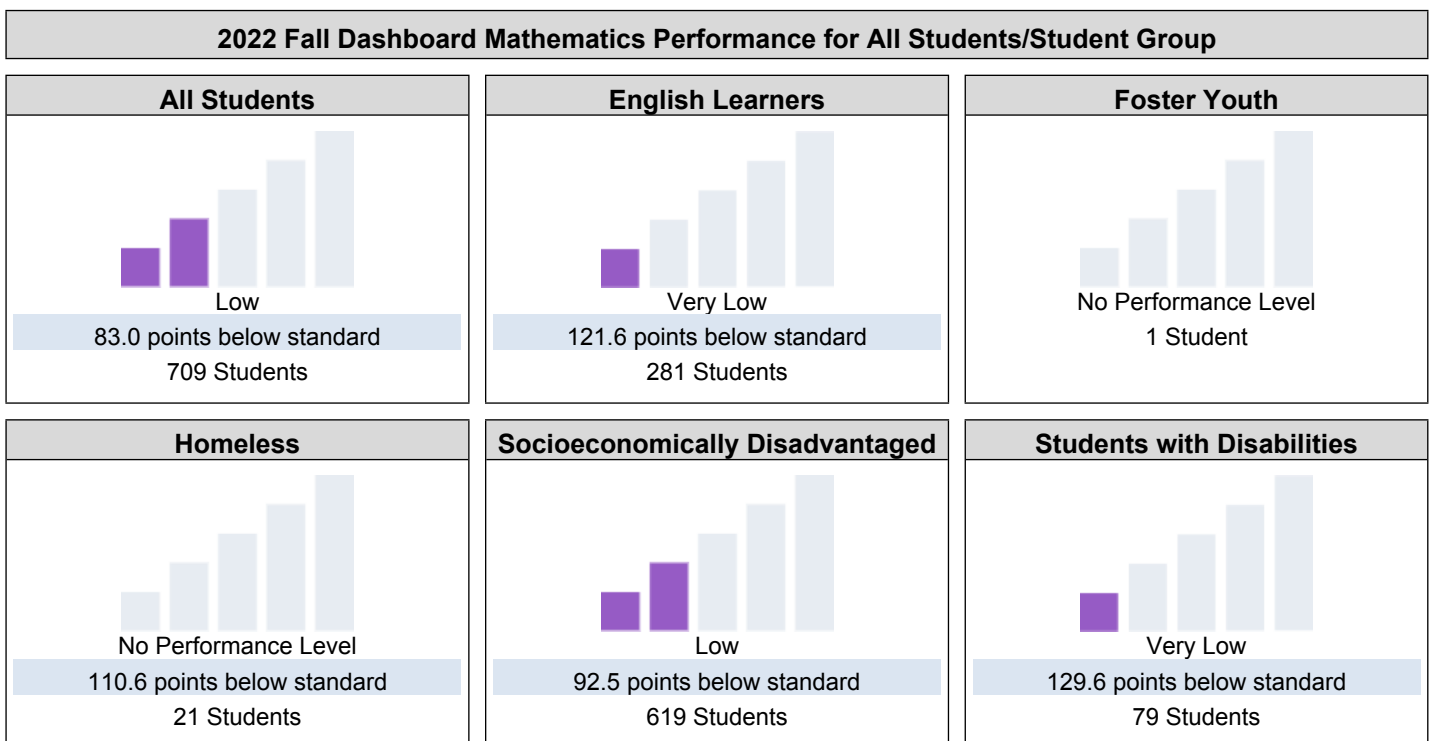
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



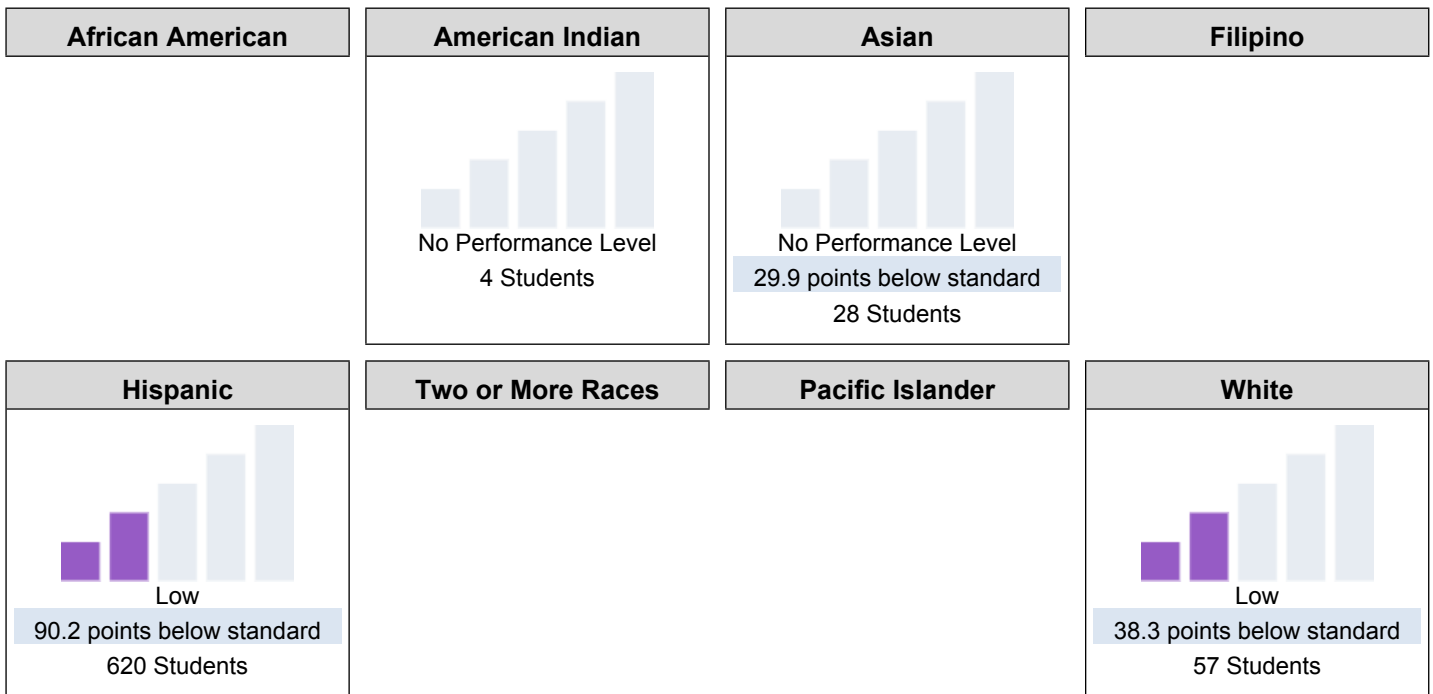
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>151.1 points below standard 163 Students</p>	<p>80.8 points below standard 118 Students</p>	<p>67.5 points below standard 307 Students</p>

Conclusions based on this data:

1. The white subgroup has the fewest number of students of all subgroups, but they performed higher than any other subgroup.
2. The EL and SWD subgroups scored more than 120 points below standard.
3. All subgroups need targeted intervention to assist students in performance growth.

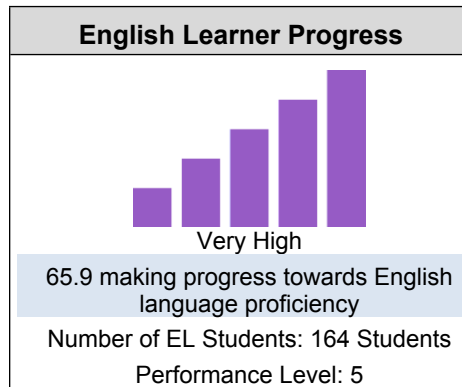
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.6%	22.6%	4.9%	61.0%

Conclusions based on this data:

1. The largest percentage progressed at least one level.
2. ELD standards and instructional strategies need to be included in pacing guides and lesson plans.
3. Ongoing training on EL strategies, along with use of the Plan-Do-Study-Act cycle will be used across all departments.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

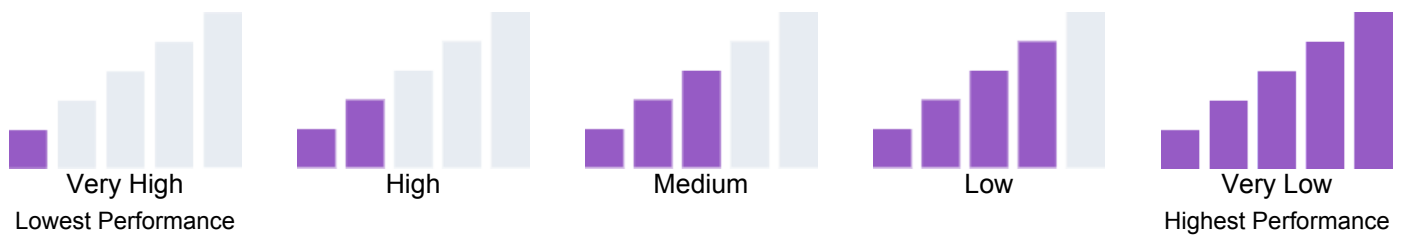
1. No data for our grade levels.

School and Student Performance Data

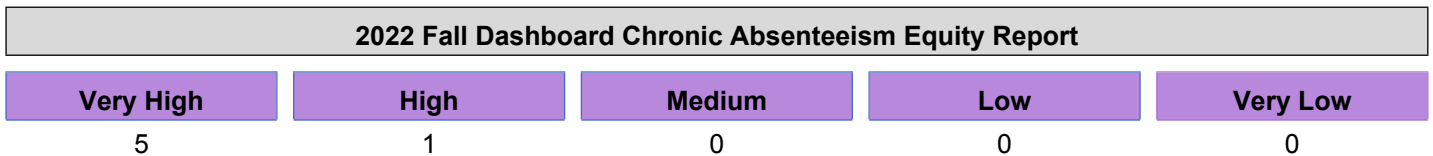
Academic Engagement Chronic Absenteeism

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

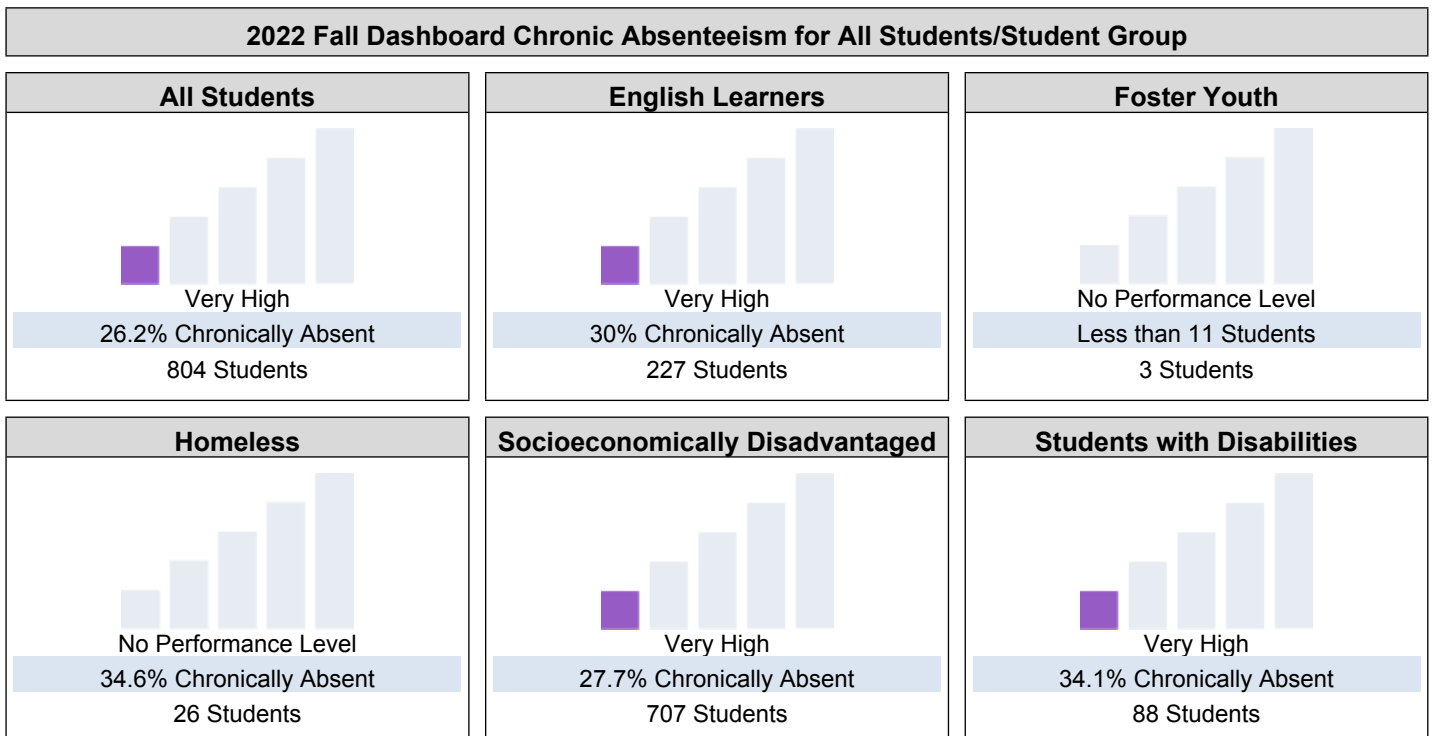
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



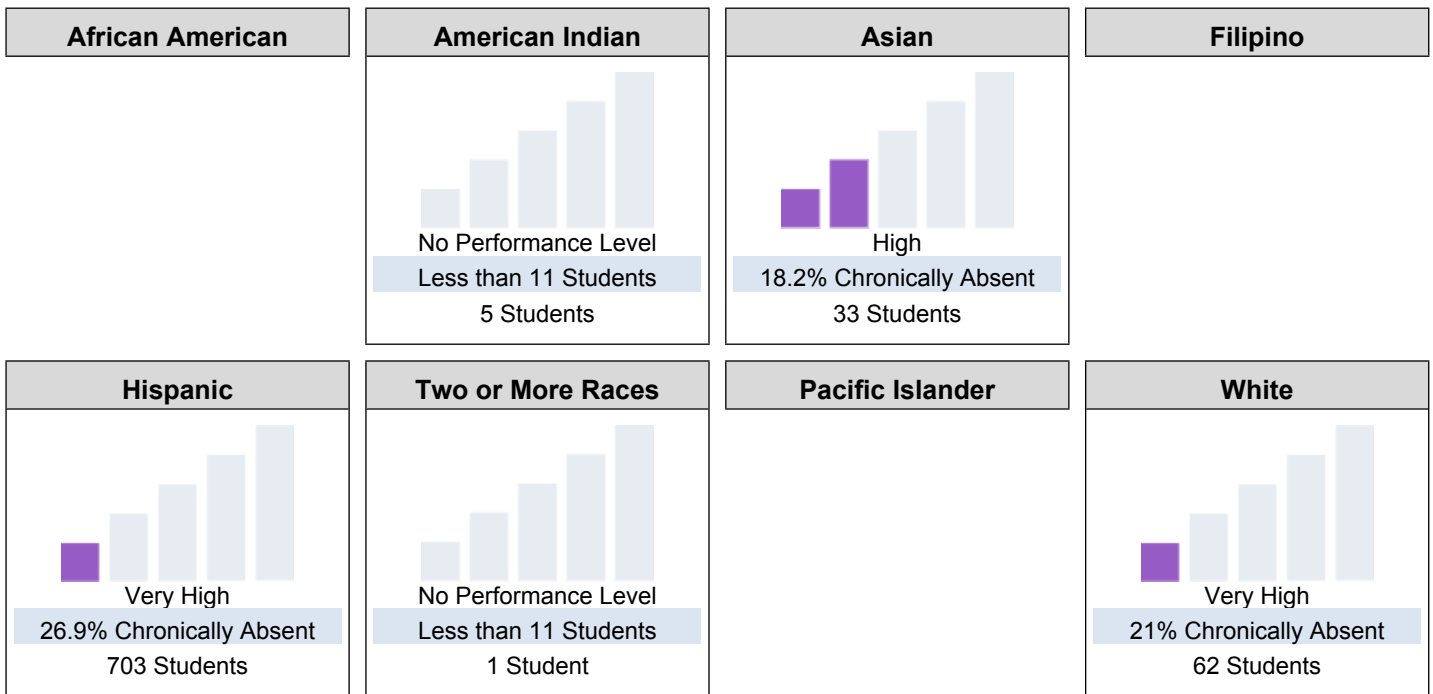
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

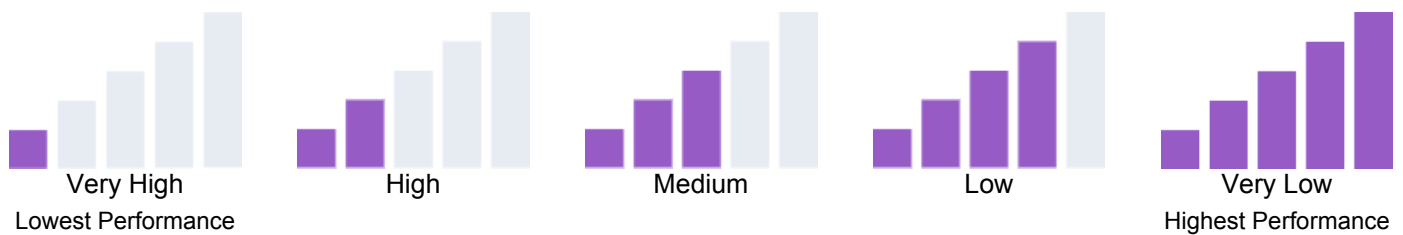
1. All subgroups, except for Asian, are at a very high level of chronically absent students.
2. The SWD subgroup has the highest percentage, just over 34%, which will be addressed through social skills groups with the KMS counselors. This qualified KMS for ATSI.

School and Student Performance Data

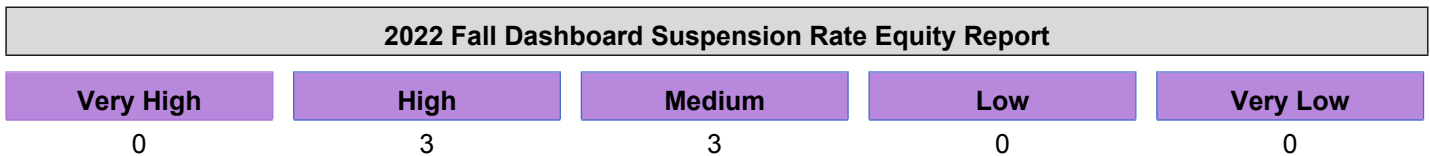
Conditions & Climate Suspension Rate

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

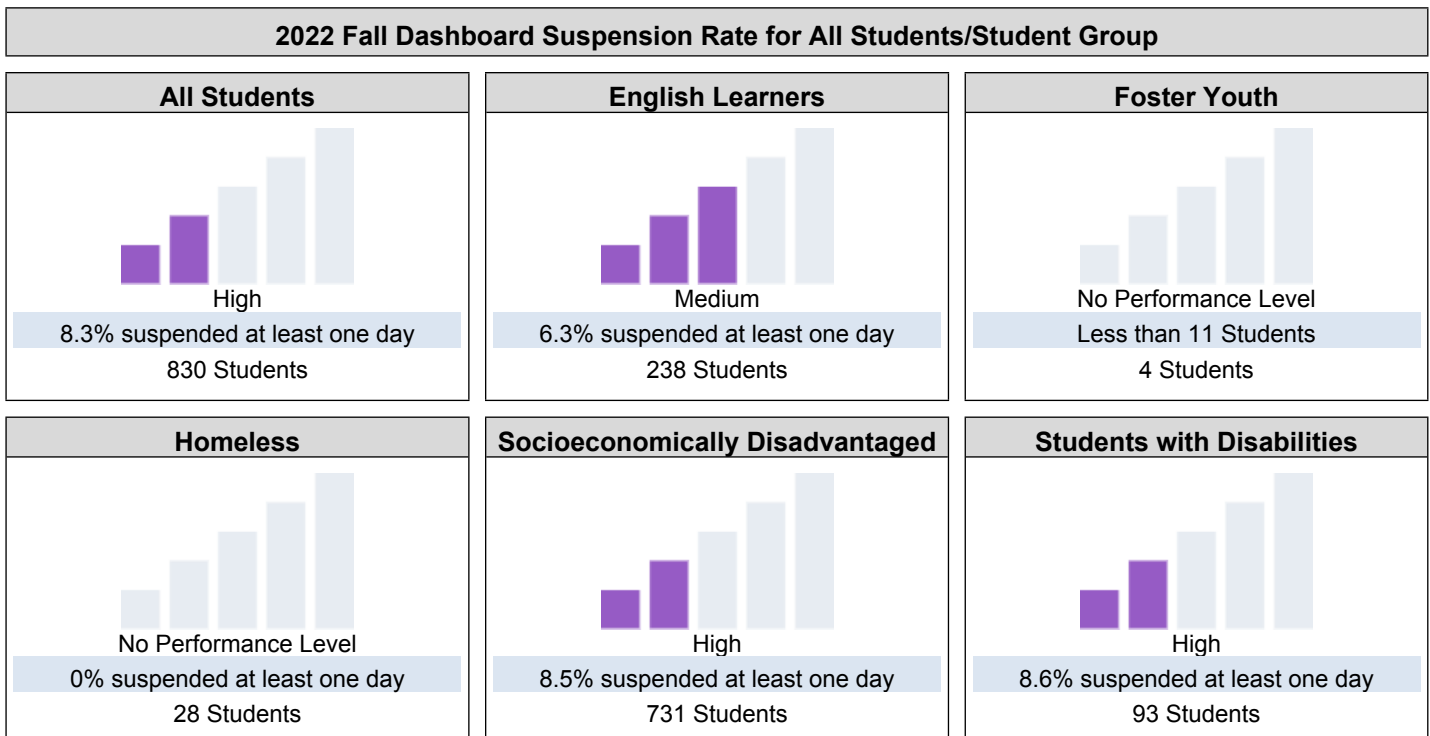
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



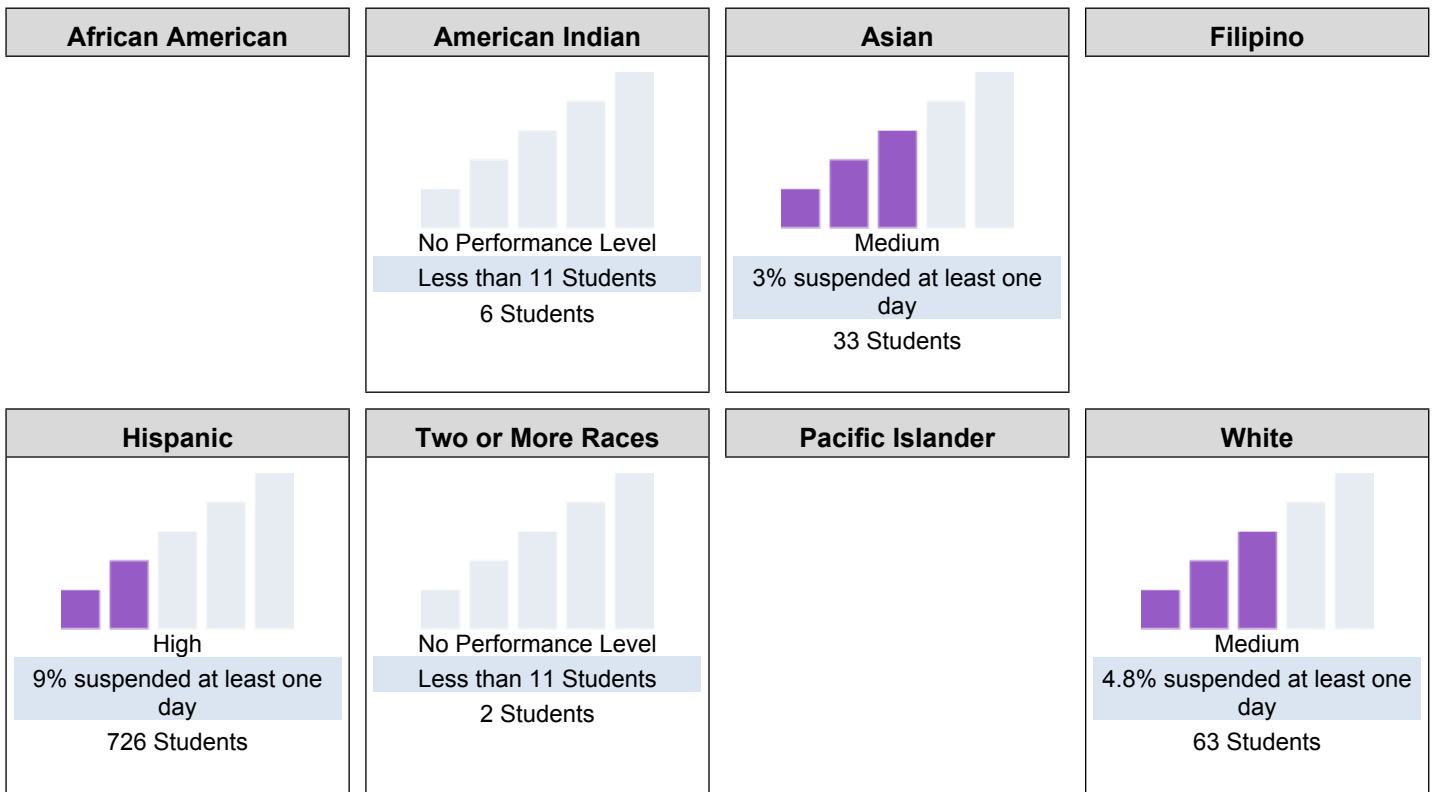
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The lowest suspension rates are seen in the Asian and White subgroups, which are the smallest subgroups.
2. Students with disabilities has the second highest suspension rate, which will be addressed through social skills groups with the KMS counselors.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1.0 - Academic Achievement & Effective Instruction and Leadership

The District will provide a high quality educational system that provides equity and access for all students, including all subgroups, through the implementation of the core curriculum and effective instructional strategies, including the use of technology. All students will demonstrate continued and improved academic achievement in order to emerge college and career ready. The District will attract, train, and retain employees as well as develop educational leaders who embrace the vision and values of our district.

Goal 1

Student Academic Growth - Students in all subgroups will show growth towards "At/Near" or "Above" Standards in ELA and Mathematics, as measured by the CAASPP, with a focus on the SWD subgroup, which qualified KMS for ATSI.

Identified Need

100% of students do not currently perform at or above standard in English Language Arts and Mathematics. An achievement gap exists for at-risk students, including English Learners and SWD subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.	100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review	100% sufficient instructional materials	100% sufficient instructional materials
ELA and Math proficiency as measured by the CAASPP and reported on the CDE Dashboard.	Dashboard data showing all subgroups scoring low or very low in both ELA and Math.	Growth towards standard for all subgroups in ELA and Math.

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 with a focus on the Students with Disabilities subgroup, which qualified KMS for ATSI.

Strategy/Activity

Provide Certificated Staff, Classified Staff and other Administrative Staff to support student achievement. Ensure properly Credentialed Certificated Staff with no misassignments or vacancies & locally certified Classified Staff for all students, including students with disabilities, low-income, English learners, and foster youth students.

Provide Professional Development including collaborative coaching to support the implementation of the California State Content Standards and the implementation of new adoption materials through training, coaching, articulation, and collaboration. Provide ongoing Professional Development for teachers of Students with Disabilities, as they are the focus subgroup as identified by the ATSI.

Provide Supplemental Instructional Materials, Textbooks, and Technology Devices for all students. Maintain and support Technology Systems to ensure students and employees have access to effective Technology to increase student engagement and achievement.

Provide Certificated Teachers and Classified Staff (Computer Techs, Instructional Tutors, Counselors, Psychologists, and related Administrative Staff) that will reduce class size, increase student engagement and offer support for students with both academics and social emotional issues. This action is principally directed toward students with disabilities, low-income, English learners, and foster youth students.

Provide additional learning opportunities such as After School Tutoring, Saturday School or Summer School to increase student engagement and growth towards standard in ELA and Math for all subgroups, with a focus on the SWD subgroup.

Provide targeted intervention for students who are not meeting standards according to data analysis, with a focus on the SWD subgroup, which qualified KMS for ATSI.

Provide parent educational/informational evnets such as Family Game Night, Parent Forums, Multi-Cultural Events, Back to School Night, and Spring Parent Information Night..

Teachers use assessments such CAASPP IABs and FIABs to monitor student learning and growth towards standards. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

We will use our LCAP funds to support this goal with things such as: professional development to build leadership capacity, workshops on Social-Emotional Learning, after school tutoring, educational applications (such as Flocabulary, EdPuzzle, and Kami).

Our Title I funds will be used to maintain our technological resources such as student Chromebooks, SEL - Positivity Project, book sets in the students' primary language, CTE College and Career Readiness workbooks.

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)

233959

Title I

232500	LCFF - Supplemental
20405	Title III

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

KMS has implemented an intensive ELA seminar class that we place students in who have an identified academic need, based on multiple assessment measures. Students' progress will be closely monitored, with opportunity to move out of the class and into an elective, depending on assessment data. Teachers will also provide targeted intervention during the early release Wednesday periods.

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.

LEA/LCAP Goal

Goal 2.0 – Student Support Systems

The District will provide all students, including all subgroups, an equal access to a broad course of study by supporting co-curricular and extra-curricular opportunities for students. Provide a safe, healthy, clean, and attractive environment by maintaining all facilities to achieve social, emotional, and academic success for students, staff, and parents.

Goal 2

Enhance and adapt the extra- and co- curricular offerings to support Career Technical Education, Visual and Performing Arts, Athletics, etc. to provide meaningful connections and an opportunities for students to be involved at school.

Identified Need

Data from the CDE Dashboard shows a very high rate of chronic absenteeism and a high suspension rate, especially for our SWD subgroup, which qualified KMS for ATSI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Chronic Absenteeism Rate	2022-2023 Data from CA Dashboard - for ALL students Suspension Rate = High Chronic Absenteeism Rate = Very High	By June 2024, the CDE Dashboard data will show improvement in Chronic Absenteeism and Suspension Rate for all students.

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 but with a focus on the SWD subgroup, which qualified KMS for ATSI.

Strategy/Activity

Provide co-curricular and extra- curricular opportunities such as Athletic Programs, student clubs, Performing Arts Programs, and CTE Programs; including supplies, equipment, facilities, and transportation.

Provide social-emotional intervention support staff such as Counselors and Psychologists to achieve a healthy learning environment for all students and staff.

Social-Emotional Learning training for staff, students, and parents, including the Positivity Project, Signs of Suicide, and Rachel's Challenge.

Utilize the KMS Opportunities Class in lieu of at home suspensions.

Provide alternatives to suspension, such as counseling, behavior reflections, and referral to the Opportunities class.

Administration and counselors will meet monthly with students who are at-risk for chronic absenteeism, with a focus on the SWD subgroup, which qualified KMS for ATSI.

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)
125000	Title I
193344	LCFF - Supplemental
0	
0	
0	
0	
0	
0	
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Training for staff and providing necessary materials to support co- and extra-curricular opportunities have improved the school climate and enhanced student achievement.

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.

LEA/LCAP Goal

Goal 3.0 – Parent & Community Engagement
All parents will have access to resources, services, workshops and activities, stakeholder engagement trainings, and input in decision making practices, especially with Students with Disabilities, English Learners, Low Income, Special Education, and Foster Youth parents.

Goal 3

Engage parents and the community by designing programs within a positive, welcoming, and supportive educational environment that assures students' access to support for their academic, social/emotional, and physical well-being.

Identified Need

To increase parent involvement and communication with parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Demonstrate an increase in parent involvement at Back to School Night (fall).	2023 - 19% of parents in attendance	Increase the parent attendance by 5% at the 2023 Back to School Night.
Demonstrate an increase in parent involvement at Parent Information Night (spring).	2023 - 30 parents in attendance	At the Spring, 2024 Parent Information Night, increase parent attendance by 50%.

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, with a focus on the SWD subgroup, which qualified KMS for ATSI.

Strategy/Activity

Provide ongoing communication with parents through: weekly Parent Square messages, marquee announcements, social media, phone calls, and emails.

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)

7667

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, with a focus on the SWD subgroup, which qualified KMS for ATSI.

Strategy/Activity

Provide parents with learning opportunities on topics such as social media, athletics, parent portal, Google Classroom, SEL, vaping.

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)

Title I

7667

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, with a focus on the SWD subgroup, which qualified KMS for ATSI.

Strategy/Activity

Encourage parent participation through materials and supplies, mailings, translation for all events, snacks and other incentives.

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)

Title I

7666

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parents have commented that they feel better equipped to participate in their KMS child's education due to PIQE training, clear and improved communication, and informational nights held throughout the year.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$828,208.00

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	\$358,959.00
Title III	\$20,405.00

Subtotal of additional federal funds included for this school: \$379,364.00

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 (\$)
	\$0.00
LCFF - Supplemental	\$448,844.00

Subtotal of state or local funds included for this school: \$448,844.00

Total of federal, state, and/or local funds for this school: \$828,208.00

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
Margaret Nichols	Principal
Anarosa Garcia	Other School Staff
Karyn Barnes	Classroom Teacher
Anay Fereshetyan	Classroom Teacher
Katrina Pullen	Classroom Teacher
Stephanie Warren-Yep	Classroom Teacher
Angela Pombo	Parent or Community Member
Angie Valdez	Parent or Community Member
Jag Jaspal	Parent or Community Member
Aubrie Williams	Secondary Student
Paityn Guizar	Secondary Student
Jacqueline Garcia Lopez	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: Assistant Superintendent Educational Services

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 May 8, 2023.

Attested:

	Principal, Margaret Files on May 8, 2023
	SSC Chairperson, Angie Valdez on May 8, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019