

School Year: **2023-24**



SINALOA SPARTANS

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
Sinaloa Middle School	21 65417 6058614	November 27, 2023	December 5, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

Sinaloa was identified in 2023-24 for ATSI for students with disabilities in four areas: chronic absenteeism, suspensions, ELA, and math. Targeted supports for students with disabilities include: (1) NUSD has contracted with a consultant from San Diego County of Education to improve chronic absenteeism. Sinaloa has formed a d-CAN team to identify and implement strategies to promote positive attendance; (2) Improving student achievement in ELA and Math is being addressed through a new NUSD-adopted program called Goalbook, which will support special education teachers with designing learning goals and instructional plans aligned with grade-level standards that respond to the different ways students learn and their individual needs. (3) Sinaloa will reduce suspension rates by implementing progressive disciplinary practices; a PBIS team is developing Tier 1 and Tier 2 supports to provide a range of strategies that are alternatives to suspensions.

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.

In order to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, Sinaloa Middle School will work collaboratively with the District to implement Tier I curriculum with fidelity and intervene appropriately with a Multi-Tiered System of Supports.

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 Single Plan for Student Achievement is a collaborative effort with our School Site Council. In addition to the work with the SSC, our plan is reviewed annually by our ELAC committee, data specialist, intervention specialist, and EL specialists.

- Consultations with Specialists -- November 14, 2023
- ELAC Meeting -- November 15, 2023
- SSC Meeting -- November 27, 2023

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	87	61	55	10.9%	7.9%	7.4%
Fluent English Proficient (FEP)	159	146	163	19.9%	18.8%	21.9%
Reclassified Fluent English Proficient (RFEP)	3	12	13	3.4%	20%	24%

Conclusions based on this data:

1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
 - Galileo ELA and Math assessments will be administered three times during the school year. School site EL Specialist will review benchmark assessment results and support teachers to identify student needs and monitor progress.
 - ELPAC Initial and Summative test scores will be reviewed for student program placement, progress monitoring and reclassification as fluent in English.
 - Smarter Balance Summative test scores will be reviewed to assess ELs meeting state academic standards.

2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
 - Galileo end-of-the-year percentage of ELs that meet or exceed standards will increase from beginning of year scores by 10%.
 - As measured by ELPAC, at least 10% of students will advance from one level to the next.
 - At least 5% of students will be reclassified as RFEP over the course of the school year.
 b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])
 - Two EL Specialists Monitoring Student Progress: dedicated professionals overseeing student advancement throughout the academic year.
 - Individual data sheets for English Learners identifying benchmark expectations for redesignation.
 - Math Intervention classes for each grade level (push-in and pull-out).
 - Four ELD Teachers (Levels 1-4): specialized educators catering to English Language Development across different proficiency levels.
 - Daily Designated ELD Instruction Days: daily allocation for ELD instruction, encompassing reading, writing, listening, speaking, and study hall.
 - ELD Specialists Providing Strategies to Educators: supportive strategies shared by ELD specialists for educators to implement in their classrooms.
 - Two AVID Classes on Campus: availability of two AVID (Advancement Via Individual Determination) classes within the school. Redesignated students often participate in this class.
 - Parent Meetings in the Library: regular gatherings to enhance parent engagement with the school and students, offering necessary support when required.
 - Bilingual Liaison for Home-School-Community Connection: a dedicated professional facilitating connections and communication between home, school, and the community in bilingual contexts.
 - Increase parent knowledge and engagement in student education by offering Parent Education workshops.

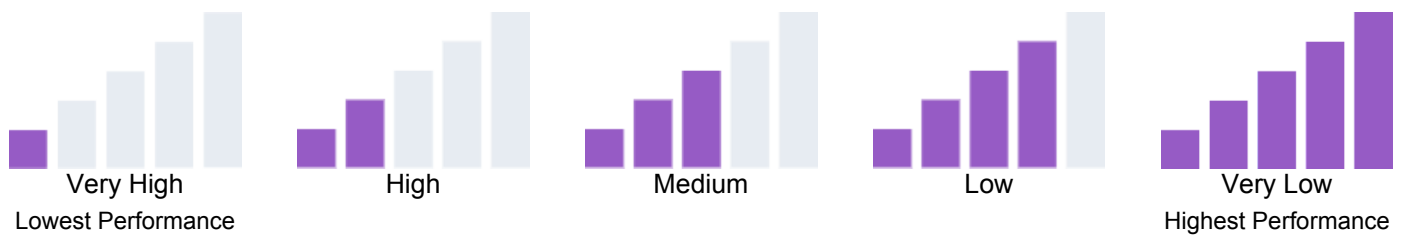
3. Centralized district funds will pay for:
- Galileo ELA and Math Assessment
 - EL Specialists to support academic achievement for English learners
 - A bilingual (English/Spanish) Community Liaison to enhance community-building and parent outreach
 - AVID classes (two sections)

School and Student Performance Data

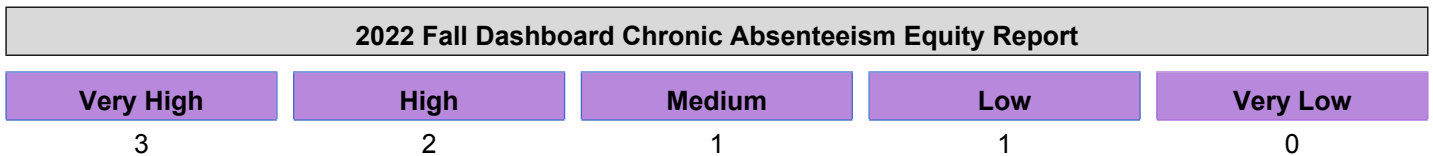
Academic Engagement Chronic Absenteeism

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](#).

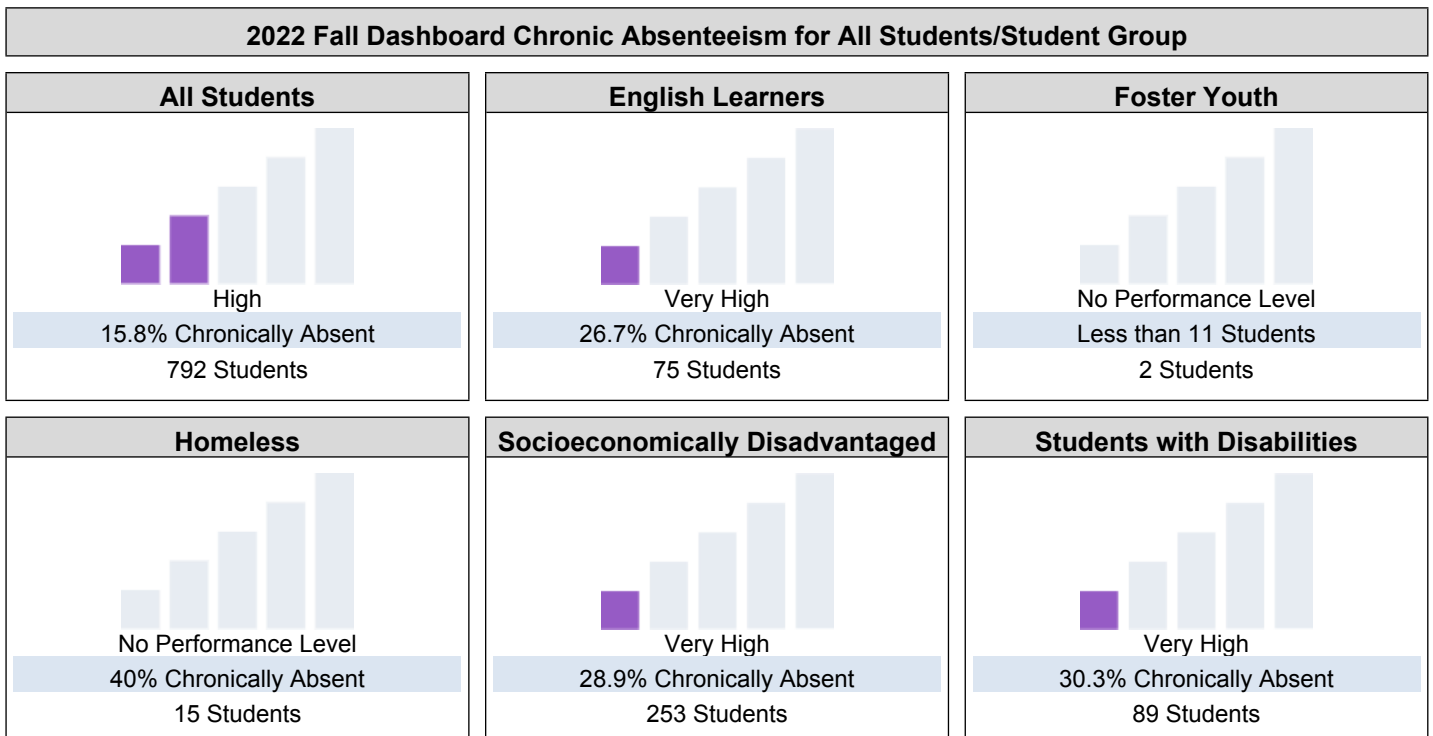
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



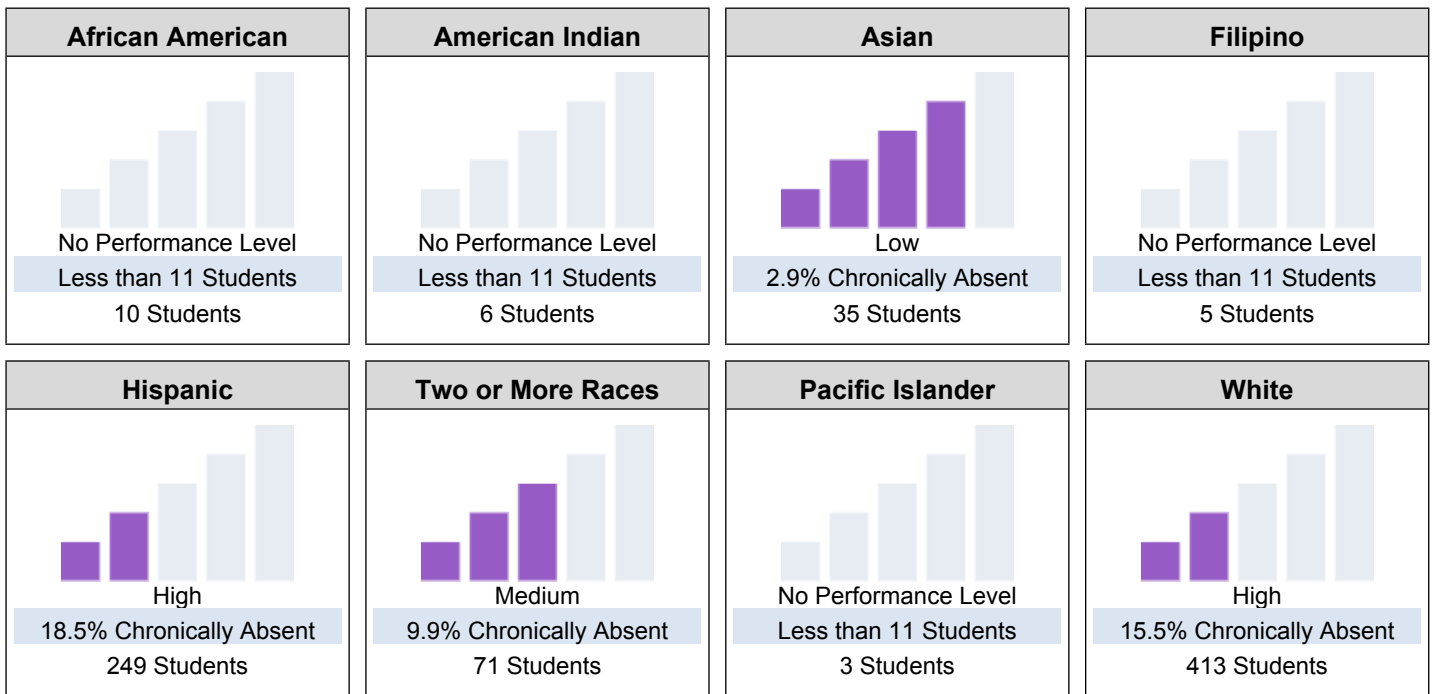
This section provides number of student groups in each level.



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. NUSD has contracted with a consultant from San Diego County of Education to improve chronic absenteeism. Sinaloa has formed a d-CAN team to identify and implement strategies to promote positive attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Caring

LEA/LCAP Goal

Culture of Caring: Each school site will foster and maintain positive parent, student, and community engagement to promote safe, inclusive, restorative, and well-maintained campuses where all students feel a sense of belonging.

Goal 1

The Youth Truth Survey results will show an increased sense of school safety and belonging among students, parents, and staff. Student reporting will increase from the 24th percentile to at least the 50th percentile with parents' reports closely aligning with students' reports. Staff reporting will increase from the 12th percentile to at least the 25th percentile. This sense of safety for students will be increased by utilizing a variety of interventions and supports such as check-in/check-out, conflict resolution, counseling groups, and progressive disciplinary practices to promote positive behavior outcomes, and other Tier 2 strategies.

Identified Need

To increase a sense of school safety and belonging among students and staff as reported in the Youth Truth survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey results -- Students "I feel safe at school"	2022-23 Students Rating 3.38 - 24th percentile 2021-22 Students Rating 3.52 - 24th percentile	Rating 3.75 -- 50th percentile
Youth Truth Survey results -- Staff "School Safety" overall ratings	2022-23 Staff Rating 3.04 - 12th percentile 2021-22 Staff Rating 3.25 - 7th percentile	Rating 3.50 -- 25th percentile
Youth Truth Survey results -- Parents "School Safety" ratings	2022-23 Parents Rating 3.16 - 27th percentile 2021-22	Rating 3.62 -- 50th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parents Rating 3.38 - 31st percentile	
Annual Chronic Absenteeism	2022-23 Sinaloa's Chronic Absenteeism rate last year was 13.5%	Chronic absenteeism will be less than 10%

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

Improve student voice within the community by maintaining one class section of Leadership so that students can plan and implement events that support a positive school culture where students feel safe, included, and valued at Sinaloa.

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)

District Funded

Youth Truth Survey - Centralized District Funds

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

Student-led announcements will be created and shared during homeroom at the beginning of each day. Announcements will ensure that students understand school procedures/rules, learn about upcoming events/activities, and celebrate student successes on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will nominate a student of the week for each grade-level to be recognized in morning announcements. In addition, students can earn "pride" cards from any adult on campus for being safe, respectful, and responsible on campus; a lottery is held each month to draw one pride card for each grade level to be reconized as students of the month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL/Foster/Homeless Youth

Strategy/Activity

Maintain Community Liaison position at 40 hrs per week and engage unduplicated students by connecting them to outside resources, in-school resources, and building a strong ELAC community.

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)

District Funded

Community Liaison - Centralized District Funds - LCFF Supplemental

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

Teachers and administrators will use Parent Square as the primary source of communications with families. Teachers will target sending at least bi-weekly updates to families about what's going on in

their classrooms. The principal or designee will send a weekly newsletter that will include important announcements, information, and images that also celebrate learning and student success.

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)

District Funded

Parent Square - Centralized District Funds

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

Sinaloa has formed a d-CAN team to identify and implement a variety of strategies to promote positive attendance.

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)

1,000

General Fund

2,500

Title II Part A: Improving Teacher Quality

Release time for PD for d-CAN program and AERIES data entry work

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

Schedule at least two school-wide assemblies that address improving school culture.

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)

3,000

Source(s)

Parent-Teacher Association (PTA)

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

Provide daily access to counseling services via North Marin Community Services (NMCS). Students can be referred based on DESSA results or as needs arise by Sinaloa's school counselor, intervention specialist, or self-referral if age 12 or older.

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)

District Funded

Centralized District Funds - counseling and DESSA

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

Set up a dedicated wellness hub on campus that will be staffed daily by a full-time school counselor to support social emotional needs for all students and a separate academic center supported by a second school counselor.

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)

Other

Pass through funding Leadership Novato

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

Work with North Bay Security personnel to support supervision and progressive disciplinary support.

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)

District Funded

Centralized District Funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies implemented in 2022-23 proved to be ineffective at increasing sense of safety and belonging as reported by students, parents, and staff. Student reporting remained the same; staff reporting increased from the 7th percentile to the 12th percentile; parent reporting decreased from the 31st percentile to the 27th percentile. All results were far from their targeted goals.

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

There are no major differences to report between the intended implementation and/or the budgeted expenditures to explain why the articulated goals were not able to be met.

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.

This goal, annual outcome, metrics, and strategies will remain in place for the 2023-24 school year as is with the following additions: (1) there will be an added metric related to the percentage of chronic absenteeism, (2) there will be an added strategy to reduce the percentage of chronic absenteeism, (3) there will be an added activity to provide schoolwide assemblies that address improving school culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Reduce the number of students with D/F grades by 10% from the previous year. Increase CAASPP scores in Math and ELA from the prior year in both areas by 10% more students proficient in ELA and Math.

Identified Need

Reduce the percentage of students receiving D/F grades by 10%. Increase CAASPP scores in ELA and Math by 10% each.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Grades that are D/F	First Semester 2022 - 8.3% First Semester 2021 - 8%	7.5% (or less) of grades will be D/F at the end of First Semester 2023
Percent of Students with 2 or more F's	First Semester 2022 - 3.5% First Semester 2021 - 7%	5% or less students will have 2 or more F's at the end of First Semester 2023
CAASPP Data	2022-23 Percentage of Students Who Met or Exceeded Standards: 59.14 ELA 46.81 Math 2021-22 Percentage of Students Who Met or Exceeded Standards: 60 ELA 42 Math	ELA - 65.05% proficiency or higher Math - 51.5% proficiency or higher

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)

Students w/ two ore more "F" grades

Strategy/Activity

Weekly check-ins and pull-out for reading and math support with intervention specialists (study skills class section for each grade level).

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)

District Funded

Centralized District Funds - Intervention Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with "D" and/or "F" grades

Strategy/Activity

Teachers will use Tier 1 strategies such as teacher check-ins, changing student seating, conferencing with students individually and issuing positive rewards. Tier 2 strategies will be used for students with greater needs: push-in support from ELD specialists and the intervention specialist, differentiated instruction, and parent/teacher 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)

District Funded

Centralized District Funds - Intervention Specialist - EL Specialist

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

Teachers will continue to implement and refine their practices around proficiency-based education (PBE) to align instruction and assessments with essential learning standards and offer students opportunities to retake or redo their work to improve their understanding and demonstrate proficiency.

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)
3000	Title II Part A: Improving Teacher Quality Release time to refine instructional practices
361	Title II Part A: Improving Teacher Quality Materials for PBE

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

Utilizing Galileo data, progress report grades, and DESSA, students are evaluated every six weeks to determine who would benefit from intervention support. Students needed additional support will drop from their grade-level elective and transfer into the Study Skills class where they will receive support in all subjects from an intervention specialist five days a week and a behavior technician twice per week. NUSD's Graduate Profile and Conscientious Learner rubric help students have greater success in their general education classes. There are various tools available to them during Study Skills, such as: Imagine Math, Language and Literacy and Imagine Reading, and Khan Academy for math.

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)
	District Funded Galileo Assessment - DESSA Assessment - Centralized District Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

There will be four sections of ELD, one for each EL level 1-4. In addition to direct instruction in these ELD classes, EL teachers will push-in to provide EL students with direct support in their other classes. They will also monitor their grades and support them with their current lessons to keep them caught up in their classes and complete missing assignments. There will be one teacher also assigned as the two EL Specialists on-site.

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)

District Funded

Centralized District Funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of the strategies/activities in 2022-23 were very effective in reducing the number of students with two or more "F" grades from 7% to 3.5% in the First Semester. However, there was no positive effect in the overall percent of "D" and/or "F" grades, with a slight increase from 8% to 8.3%. CAASPP scores in Math showed a significant increase of just over 11%. Whereas, ELA scores were down nearly 1%. The ELA scores may be a reflection of not being able to offer reading intervention classes beyond one 8-week session due to budget constraints. Whereas, one math intervention class was provided all year within the school day in addition to an after-school math intervention class for each grade level.

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

There are no major differences to report between the intended implementation and/or the budgeted expenditures. It was known in advance that funding would limit the reading intervention offered.

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.

For the 2023-24 school year, there will be a continuation of Math intervention classes; however, there will be three (one for each grade level) classes within the school day and not after-school math intervention due to budget limitations. There will also be a continuation of four ELD sections for each of the four EL levels. A Study Skills class at each grade level will provide students who are at-risk of not passing their classes with support in their general academic courses. All general

education students are evaluated on a six-week cycle to determine who qualifies for additional support and who is ready to return to their elective course; a behavioral technician will also push into the Study Skills class a couple days a week. Galileo will continue to be used by the Intervention Specialist to identify students for additional support. ELD students will receive push-in support in some of their other courses. The targeted outcomes will continue to be a 10% reduction in D/F grades and a 10% increase in proficiency in both 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 Subject

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career, and civic life.

Goal 3

In Semester 2 of the 2023-24 school year, 100% of the teachers will refer to proficiency scales to guide their instructional plans, teach essential learning standards, and assess the proficiency levels of their students and provide students with constructive feedback. Students will be actively engaged with their own learning progression, referring to proficiency scales and participating in self-assessment.

Identified Need

To increase student proficiency level of knowledge and skills of all subject matter content. To empower students to assess where they are on their own learning progression and what they need to do to continue their growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBE walk-throughs	Current observations suggest that approximately 20% of teachers are referring to proficiency scales in some way to inform their instruction and assessment practices. Approximately 10% of teachers are involving students in self-reflection using these scales.	In Semester 2 of the 2023-24 school year, 100% of the teachers will refer to proficiency scales to guide their instructional plans, teach essential learning standards, and assess the proficiency levels of their students and provide students with constructive feedback. Students will be actively engaged with their own learning progression, referring to proficiency scales and participating in self-assessment.
Teachers Self-Reporting Survey	There is no current baseline. Data will be collected at the end of Semester 1 of the 2023-24 school year. Data will be collected at the end of Semester 2 of the 2023-24 school year.	At the end of Semester 1, at least 20% of teachers will report that they are using proficiency scales in some way to inform their instructional practices and assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		At the end of Semester 2, 100% of teachers will report that they used proficiency scales to design, plan, and assess at least one comprehensive unit of study.
Student Survey	There is no current baseline. Data will be collected at the end of Semester 1 of the 2023-24 school year. Data will be collected at the end of Semester 2 of the 2023-24 school year.	At the end of Semester 1, students will report that at least 20% of their teachers are using proficiency scales with them in some way to inform them about their learning. At the end of Semester 2, students will report that 100% of their teachers are using proficiency scales routinely for introducing a unit of study, providing scale-based feedback along the way, giving students opportunities to self-assess, and assessing their summative project/work.

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

Administrators will provide PBE-focused workshops/training during monthly staff meetings to support teachers in the development of proficiency scales and gradebook set-up to reflect proficiency-based grading 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)

4,500

Source(s)

Title II Part A: Improving Teacher Quality

Additional time for PBE professional development

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

Administrators will conduct PBE walk-throughs monthly in Semester 2 (2024) to observe PBE implementation in classrooms, provide constructive feedback, and plan for ongoing workshops/training.

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)

3,000

Source(s)

Title II Part A: Improving Teacher Quality

Release time for teachers to meet with administration regarding walk-throughs

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

Administrators will develop a self-reporting survey for teachers and students at the end of Semester 1 and Semester 2 to measure the level of PBE implementation in classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will participate in district-wide PBE activities that include meeting in content area/grade level teams to develop proficiency scales, learning maps, common assessments, and focused professional development 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)

5,000

Source(s)

Title II Part A: Improving Teacher Quality

Release time for PBE Professional Development

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies/activities identified for implementation in 2022-23 did not result in meeting the PBE walkthrough goal of 75% or more teachers having students interact with PBE scales. Based on observations at the beginning of Fall 2023, approximately 10-20% of teachers were actively referring to proficiency scales with their students. The goal was to offer two sections of compacted 7/8 Math and one section of Algebra 1, with each class having enrollment of 30+ students. In the 2022-23 school year, the goal of having two compacted 7/8 math sections was met; however enrollment was below the 30+ student expectation. One section had 27 students enrolled and the second section had 21 students. The school exceeded the goal of offering one section of Algebra 1. There were two sections, with each section exceeding the 34-student capacity---36 students in one section and 37 students in the second section. The site offered an after-school math support class.

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

There are no major differences to report between the intended implementation and/or the budgeted expenditures.

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.

The emphasis of this goal will be placed on PBE implementation for 2023-24. There is a significant amount of work that still needs to be done if teachers will be ready for full implementation in Fall 2024. Narrowing the focus on PBE will benefit learning across subject areas and allow teachers to focus on the quality of this work. There will be additional metrics to assess what level of implementation is happening with the classrooms from administrator, teacher, and student perspectives.

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	\$18,361
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,361.00

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 II Part A: Improving Teacher Quality	\$18,361.00

Subtotal of additional federal funds included for this school: \$18,361.00

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 (\$)
General Fund	\$1,000.00
Parent-Teacher Association (PTA)	\$3,000.00

Subtotal of state or local funds included for this school: \$4,000.00

Total of federal, state, and/or local funds for this school: \$22,361.00

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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Christy Stocker	Principal
John Matern	Other School Staff
Sue Halstead	Classroom Teacher
Evan Massey	Classroom Teacher
Alejandro Reyes	Other School Staff
Bryan Williams	Classroom Teacher
Dawn Charlton	Other School Staff
Lauren Inman	Parent or Community Member
Azadeh Hunter	Parent or Community Member
Pam Laidley	Parent or Community Member
Michael Sullivan	Parent or Community Member
Desiray Vedol	Parent or Community Member
Yvette Smith	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner 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 11/27/2023.

Attested:



Principal, Christy Stocker on 11/27/2023



SSC Chairperson, Lauren Inman on 11/27/2023