



# 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
Silverado Middle School	28662666058796	May 10, 2023	August 10, 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  
In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, the following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and math as compared to the overall school population: Hispanic, students with disabilities, English Learners, and socio-economically disadvantaged. Additionally, the aforementioned subgroups are also experiencing higher levels of chronic absenteeism and suspension rates as compared to the overall student population. This plan will address ways to improve our school and student outcomes for the following subgroups--Hispanic, students with disabilities, English Learners, and socio-economically disadvantaged--based on doing a needs assessment and identifying resource inequities.

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.

Silverado Middle School was built in 1958 and has served our community proudly for all these years. This year, we are home to approximately 775 students between grades 6-8. Our plan is aligned with the NVUSD LCAP and NVUSD Strategic Plan. Additionally, Silverado is a school-wide Title 1 school. Our school mission: Silverado Middle School staff, families, and community are working collaboratively to support the development of the whole child and using student-driven inquiry to create life-long intellectual, emotional, and social learners. Collectively, we will inspire all students to achieve their greatest potential by instilling integrity, respect, responsibility, and ownership of oneself.

We meet the needs of our students through a strong academic and elective program, an approved and aligned social and emotional advisory program, and teaming at all grade levels. First, we build and implement goals with our teacher teams, parent groups, wellness team, and administrative team focused on standards-aligned, guaranteed and viable curriculum. The plan supports staff engagement in Professional Learning Communities (PLCs) using common assessments and data-driven protocols to review student progress and respond to student needs. With a high percentage of Multilingual Learners (MLLs), the plan articulates professional learning that supports the use of reading and writing to learn, academic language and AVID WICOR strategies school-wide (Writing, Inquiry, Collaboration, Organization and Reading). We believe that schools should be a place where every student feels a sense of belonging, where nutritious and delicious meals are served, where students have clear behavioral (safe, respectful, responsible, kind) and academic expectations, and where our students thrive. The plan includes professional learning and additional support for students that addresses social emotional learning, restorative practices, and trauma-informed care. Additionally, our plan is inclusive of supporting parents with communication in their home language, access to parent learning, and engagement for families of MLLs through a targeted focus on supporting a strong English Learner Advisory Committee (ELAC). The plan provides a whole-child approach to learning and growth at Silverado Middle School.

## 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 draft SPSA was developed by the principal with input from site leadership team and parent groups for input and approval. Updates on actions and progress toward goals are reviewed at each Site Council Meeting.

## Resource Inequities

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

Silverado Middle School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

The following subgroups are experiencing lower levels of achievement in the areas English Language Arts and math as compared to our overall population: Hispanic, Students with Disabilities, English Learners, and Socio-Economically Disadvantaged. All four of these sub groups are also experiencing higher levels of chronic absenteeism and suspension rates as compared to our overall

student population. Supplemental and Title 1 funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

# 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/Site Goal 1

Students Graduate College- and/or Career- Ready

### Identified Need

Our priority at Silverado Middle School is increasing math proficiency as indicated in the STAR and CAASPP assessments. These local and state assessments reveal math to be our lowest performing area. Observations of and discussions with teachers indicate there is a need for grade level teams to become more comfortable with high-impact Tier 1 classroom practices and to increase our Tier 2 support for identified students. In addition, we prioritize increasing proficiency in reading both literary and informational texts. We have identified a specific teacher need for building a repertoire of instructional practices and strategies that support students in reading and writing in order to increase proficiency in English Language Arts.

The following student groups have been identified as needing additional support in English Language Arts and/or Math based on the California State dashboard: Hispanic, English Learners, Students with Disabilities, and Socio- Economically Disadvantaged Students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	CAASPP Math 2023: 16.3% (Subgroup data is unavailable at this time)	Overall, we would expect to see a 10% improvement in our math CAASPP Scores. Additionally, we would expect to see a 10% improvement in each of our subgroups: EL, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.
STAR Math	Math Grades 6-8 Spring 2023  Less than Proficient Level 1: 62.6% Level 2: 22.4% Proficient Level 3: 9.3% Level 4: 5.7%	Overall, we would expect to see a 10% improvement in our math Star scores.
CAASPP English Language Arts	CAASPP English Language Arts 2023: 24.9% (Subgroup data is unavailable at this time)	Overall, we would expect to see a 10% improvement in our ELA CAASPP Scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Additionally, we would expect to see a 10% improvement in each of our subgroups: EL, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.
Metric Indicator - STAR English Language Arts	<p>English Language Arts Grades 6-8 Spring 2023</p> <p>Less than Proficient Level 1: 49.6% Level 2: 23.7% Proficient Level 3: 21.6% Level 4: 5.2%</p>	Overall, we would expect to see a 10% improvement in our ELA Star scores.

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 1

### Students to be Served by this Strategy/Activity

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

All Students: the Math Team will function as a Professional Learning Community (PLC) using data from Star assessment and common assessments to inform priority areas of focus within the curriculum to ensure all students make progress towards and meet proficiency standards.

Hispanic, English Learners, Students with Disabilities, and Socio- Economically Disadvantaged Students will receive targeted Tier 2 intervention.

### Activities

Professional learning in the following areas:

1. Learning sprints - action research that helps teachers try strategies and analyze the success using student data (including STAR and formative).
2. Using AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide (including VAPA).
3. Priority standards and proficiency scales, along with professional development on working with students to use academic language.

Collaboration time and support in the following areas:

1. Cross grade level teams will engage in learning walks to strengthen the articulation between grade levels.
2. Interdisciplinary teams will begin to utilize online resources and design tier 2 supports.
3. Content Teams will identify and utilize online supports i.e. Dreambox to support Tier 1 and Tier 2 instruction in the classroom and during flex time.

#### Responsive teaching and learning:

1. Math teachers will engage in professional coaching focused on explicit instruction and the use of small group to support Tier 2 and 3 intervention in the classroom.
2. For advanced learners, staff will engage in professional learning and implement newly adopted curriculum in Math 1 to support higher level students.

### 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)
1,500	0003 - Supplemental
4,294	0003 - Supplemental
3,000	0003 - Supplemental
16,261	3010 – Title 1

## Strategy 2

### Students to be Served by this Strategy/Activity

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

All Students: The English Language Arts (ELA) Team will function as a PLC using data from Star assessment and common assessments to inform priority areas of focus within the curriculum to ensure all students make progress towards and meet proficiency standards.

EL Students: The EL Team will function as a PLC using data from ELPAC, Star assessments, and common assessments to inform priority areas of focus in addition to piloting a new ELD curriculum to ensure all students make progress towards proficiency standards.

Special Education students: the 6th grade science and social science teams will implement full inclusion in science and social science.

### Activities

Professional learning in the following areas:

1. Learning Sprints - action research that helps teachers try strategies and analyze the success using student data (including STAR and formative).
2. AVID WICOR strategies across the curriculum and school-wide.
3. AVID WICOR strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide.
4. The Writing Revolution to support students with writing to learn strategies.

5. Lexia Aspire to learn the science of reading at the secondary level and support students with Tier 2 reading intervention in the classroom.
6. The ELA Team will increase their knowledge of priority standards and proficiency scales, along with professional development in working with students to use academic language.

Collaboration time and support in the following areas:

1. General Education Teachers will work collaboratively with Ed Specialists in the 6th grade to support the inclusion of Special Education Students in mainstream science and social science classes in the 6th grade.
2. Interdisciplinary teams will begin to utilize online resources and design Tier 2 supports as the learning occurs.
3. Content Teams will utilize online supports i.e. Flocabulary and Accelerated Reader (AR) Program to support Tier 1 and Tier 2 instruction in the classroom and during flex time.

The ELA team will utilize classroom libraries and our school library to increase student reading, we will continue to purchase novels for classroom use and will implement the use of Accelerated Reader

### 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)
1,500	0003 - Supplemental
4,294	0003 - Supplemental
1,000	0003 - Supplemental
11,000	0003 - Supplemental
3,000	0003 - Supplemental
4,000	0003 - Supplemental
22,000	3010 – Title 1

## 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.

In August 2022, we received additional students in grades 6-8 due to the closure and consolidation of two middle schools in our District. We are establishing new baselines in all of our data to account for the influx of new students. The implementation of our goals was completed although the culture and climate of inclusion and onboarding new students to our school took precedence over all.



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

Due to the closure and consolidation of middle schools in Napa Valley Unified School District, the population at Silverado Middle School has grown by approximately 200 students. The majority of these students grade 7 and 8 come to us from Harvest Middle School. This change in population has increased our unduplicated population and may have unintended impact on local and state assessments. We will focus on our goals and outcomes for all students moving forward as they are now fully a part of our school community and have adjusted to our school culture and expectations.

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.

We are staying the course in math and ELA this year. We still see the impact of distance learning on our students coupled with the inclusion of many new students (most of whom are bused to our school). We will continue to support students using data to determine needs. We will also continue to support teaming and flex time so that there is an increase in coordination and time for intervention. With the influx of Title 1 funds, we are able to provide additional math and reading intervention support.



# 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/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

### Identified Need

The following student groups have been identified as needing additional support in English Language Development based on the California State dashboard: English Learners.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassify English Learners 2023-24 school year	2022-2023 school year data TBA  2021-2022 School Year we met our goal of reclassifying 15% of our students. This was an increase of 6% from the 2020-21 school year.	2023-24 school year, we expect to reclassify students by 20%, this would be an increase of 5%.
Star Math scores for English Learners	Our 2022-23 Math STAR Data show a 20% gap between our English Learners and English Only, Initially Fluent, and Redesignated Student population.  Our 2021-2022 Math STAR Data show a 28% gap between our white and Latinx population (35% proficient & 7% proficient respectively).	Our Latinx students will make increased progress in math as compared to their white counterparts in order to begin to close the gap. We expect to make progress on decreasing the achievement gap by 1%. We are conservative in this goal because we will have a significant increase in English Learners as a result of the closure and consolidation of our middle schools.
California Dashboard Data: EL Progress Indicator	Baseline 2022 CAASPP data shows 22% of our students making progress towards proficiency in ELA.	We expect to increase the percentage of multilingual learners making progress by 5%.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

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

English Learner Subgroup - provide professional development that will enable teachers to increase opportunities for students to experience responsive, engaging pedagogy tied to reaching and stretching MLL students.

### Activities

Professional development will focus on the following:

1. The ELD Team will focus on instructional practices that improve outcomes for English Learners and monitor progress through learning sprints with in the school day.
2. Silverado's ELD Team will participate in professional development to understand the four parts of the English Language Proficiency Assessment for California or ELPAC and how to incorporate listening, reading, writing, and speaking in their classrooms.
3. The ELD Team will understand and incorporate EL priority standards into units that have pre-, mid-, and post-assessments linked to assessment rigor and design seen in ELPAC.

Students will receive targeted language intervention through the following:

1. Ensure that all English Learners are placed in the appropriate ELD class congruent with their level of proficiency on the ELPAC.
2. Implement the AVID Excel Program grades 7-8.
3. Use flexible grouping time to accelerate and support student learning through Tier 2 interventions.
4. Provide after school intervention for students taking the ELPAC to target supports (in addition to designated ELD).
5. Hire a English Learner Coach to support these activities and outcomes.
6. Engage students in Youth Cinema Project as a course integrated in a block period connected to ELA.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,049	0003 - Supplemental
108,426	3010 – Title 1

## 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.

We were effective in meeting our reclassification goal last year. We expect to meet our goal again this year. We continue to work on providing support for our English Learners to ensure that we continue to make progress. We continue to struggle to close the gap in math between our Latinx students and their white counterparts as evidenced through the CAASPP assessments but are making slow progress.

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

We continue to allocate monies to the administration of the ELPAC and English Learners resources for content teams. We will add a MLL Coach at 40% FTE to lead the work with our team. Title 1 funds will allow us to add Youth Cinema Project to support culturally responsive and engaging pedagogy.

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.

Our goal will remain the same into next year, there is a lot of work to be done.

# 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/Site Goal 3

Robust Communication, Community Engagement and Advocacy

### Identified Need

We see the need to continue to improve engagement and cultivate a culture for all families where we get feedback on how we are doing. We need to increase the connectedness of our Spanish Speaking population and ensure full inclusion in all school-wide meetings via translation services. We must not only engage our parent groups in providing feedback, we need to develop a system that encourages individual families to reach out to us with feedback at times and in ways that work with their schedules. Our first, most pressing need is to further increase student and family's sense of safety and belonging in our school. We rely upon Parent Square as a key tool to communicate with families. It is important to get our staff and families comfortable with this communication tool and ensure we have accurate contact information.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data - Contactable data.	2022-23 99% of Families have access to the Parent Square notifications.	100% verified email and/ or phone numbers in Parent Square to ensure contact.
Parent Square Data - overall interaction, weekly newsletter, and Parent Square Application.	2022-23 30% interaction rate with parent square material. 2022-23 70% open the email containing our weekly newsletter. 2022-23 53% of users have downloaded the Parent Square App.	Increase the number of users who have downloaded the application by 15%. This will increase interaction and create easier access to newsletter.
Translation services.	Provide stakeholder communication in their native language.	We will ensure that all home communications are translated and that we have oral interpreters in all public meetings: Parent Club, Site Council, back-to-School Night, Open House, and ELAC.
Attendance at ELAC Meetings.	2022-23 - average attendance in ELAC Meetings - 8 attendees. 2021-22 -average attendance in ELAC Meetings - 7 attendees.	We will increase attendance in our ELAC meetings by 10 and establish an ELAC Board.

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 1

Students to be Served by this Strategy/Activity

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

All Students - Increase the connectedness of our community through a simultaneous increase in robust communication, community engagement, and advocacy tied to student and family needs .Clear, consistent, and positive home communications and feedback via Parent Square.  
English Learners - increase participation in our ELAC Meetings.

Activities

We will implement the following parent engagement and communication strategies:

1. Continue to use the data confirmation process to identify families in need of support with Parent Square. Offer workshops that will teach parents how to use this valuable tool.
2. Use the engagement data from Parent Square to ensure that 100% of our parents are able to access and receive information throughout the year.
3. Publish a weekly Parent newsletter and use social media platforms to communicate with families.
4. Include a "highlight" section in the parent newsletter to spotlight staff, sports, and campus activities.
5. Continue to train staff and plan for translation services for all public meetings.
6. Provide training to staff on the new website and provide families with clear, consistent communication using this tool.

For ELAC, we will use the following strategies:

1. Actively recruit and increase parent participation in ELAC.
2. Recruit ELAC Board representatives and provide training.
3. Work with Community Parent Liaison to support inclusion of ELAC families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,613.89	3010 – Title 1

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.

We have trained our staff on the use of Parent Square. We are seeing this tool used by our teachers this year to further engage our parent community. We also have translation services for all of our community meetings.

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

We received feedback throughout last year on our communications and will continue to use the platforms - YouTube, Facebook, Instagram, and Parent Square to share about the school community. Based on feedback, we redesigned our parent newsletter that goes out weekly.

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.

We will continue to use Parent Square as a way to connect with parents in addition to social media platforms. We will track users' numbers to ensure all parents engage and target the use of the parent square app. We will also begin to use more traditional methods to recruit members to ELAC. We will use the new website platform to support families with current information and share the stories of SMS.

# 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/Site Goal 4

Students Thrive Socially, Emotionally and Academically

### Identified Need

Silverado students continue to demonstrate a need for high levels of academic, social emotional and behavioral support as evidenced by the SDQ, Star, California Health Kids Survey, and California State Dashboard.

The following student groups have been identified as needing additional support to address their chronic absenteeism: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data- Chronic Absenteeism	Baseline 2022 34% Chronically Absent English Learners 38.4% chronically absent Hispanic 36.2% chronically absent Socioeconomically Disadvantaged 37.9% chronically absent Students with Disabilities 40.7% chronically absent White 29.6% chronically absent	Decrease our chronic absenteeism rate by 10% overall and in the following subgroups: English learners, Hispanic, socioeconomically Disadvantaged, students with disabilities, and white.
California Dashboard Data - Suspension	Baseline 2022 6.6% suspended at least one day. English Learners 9.5% suspended at least one day Hispanic 7.6% suspended at least one day Socioeconomically Disadvantaged 7.9% suspended at least one day Students with Disabilities 11.2% suspended at least one day White 4.1% suspended at least one day	Decrease our suspension rate by 10% overall and in the following subgroups: English learners, Hispanic, socioeconomically Disadvantaged, students with disabilities, and white.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	CHKS Data 2023 TBA  CHKS Data 2022 School Connectedness- 66% Adult support- 78% Caring adults at school- 56% Peer support 69% Social & Emotional Health Chronic Sad; No- 68%, Yes- 32% Self Awareness- 68% Academic Motivation- 67% Perceived Safety at School Very Safe/ Safe- 69%	Silverado's goal is a 5% increase in all listed areas of the CHKS in the overall population, specifically we expect to see improvements in the following areas: school connectedness, adult support, and caring adult.

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 1

### Students to be Served by this Strategy/Activity

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

We will work to ensure that all students feel safe, connected and productive at school, with a targeted focus on the following subgroups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

### Activities

We will renew our focus on Positive Behavior Intervention and Support (PBIS) through the following:

1. Orientation before the start of school for grade 6- 8 on common expectations and supports available.
2. Use homeroom classes throughout the year to implement the Second Step SEL curriculum, community circles, and explicit teaching of school expectations.

Staff will learn and implement the following:

1. Develop effective routines and practices on Community Circles in every classroom so it becomes a part of our culture.
2. Create Wellness Center systems for identifying and connecting students to services.
3. Integrate SEL teaching into Staff Meetings and professional learning.
4. Training on Middle School Teaming and use of teams to respond to student needs.

Families will receive support through:

1. parent orientation before school begins to connect and begin trust building.
2. continue to communicate with families regarding the SEL plan via our school newsletter.

### 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)
52,000	3010 – Title 1
4,294	0003 - 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.

We effectively implemented the Second Step SEL program this year. We completed all units and trained all staff. We will continue to implement this content year after 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.

Title 1 funding allows us to provide additional support through coaching to staff on community circles, PBIS, and SEL. Additionally, Title 1 funds will provide an extra social worker with braided funds through the Community Schools Grant.

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.

We will focus on the further professional development and implementation of a full SEL Plan as well as parent education around absenteeism.

# 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	\$243,231.89

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
0003 - Supplemental	\$41,931.00
3010 – Title 1	\$201,300.89

Subtotal of state or local funds included for this school: \$243,231.89

Total of federal, state, and/or local funds for this school: \$243,231.89

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jennifer Kohl	Principal
Matt Kelly	Classroom Teacher Parent or Community Member
Cathy Adams	Classroom Teacher
Shauna Mackenzie	Parent or Community Member
Graciela Hernandez	Other School Staff
Liz Radke	Parent or Community Member
Maria Cantera	Parent or Community Member
Megan Hurd	Parent or Community Member
James Dennis	Other School Staff
Keith Waechtler	Classroom Teacher

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**

verbal approval

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 May 10, 2023.

Attested:

Jen Kohl

Principal, Jennifer Kohl on May 10, 2023

Liz Radke

SSC Chairperson, Liz Radke on May 10, 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.**

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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](mailto: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](mailto: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](mailto: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**asurable, **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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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