

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Rosa Technology Magnet School	56-72553-6055990	November 18, 2024	January 16, 2025

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

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

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

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

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

Schoolwide Program
SRTMS has not been identified for these interventions and programs.

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

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Plan Description

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

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

Schoolwide Program

SRTMS has not been identified for these interventions and programs.

Educational Partner Involvement

How, when, and with whom did Santa Rosa Technology Magnet 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 SPSA was reviewed in three ways. The school first consulted the teachers through regular staff meetings, where they reviewed data and assisted in determining the school's goals. The teachers worked with the principal to review CAASPP, assessment data, IAB, IXL, and demographic data. They also worked together to determine the school's preliminary goals. Next, the school consulted with the School Site Council to approve the preliminary goals of the SPSA, as well as the expenditure of funds to meet those goals. The School Site Council meets at least four times yearly to work collaboratively on the SPSA. Lastly, the school enlisted the help of District personnel to align SPSA goals, expenditures, and data collection metrics with the District's to ensure consistency. This collaborative work happened during Instructional Leadership meetings that occurred once every two weeks.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The only area in orange was the suspension rate for white students. School expectations and behavioral standards are precisely defined and explained through the SRTMS student handbook for students and family—behavior assemblies conducted by the principal at various points in the year. Also, we reinforce behaviorally based videos created by the principal and also the students (through public service announcements). The counselor worked explicitly with middle school students in community circles to emphasize the power of positive choices. Teachers also emphasize school and classroom rules throughout the year. Our suspensions were due to specific, one-time incidences of poor choices where the suspension was warranted. Unfortunately, the majority of our suspensions involved white students because the majority of our students are white. However, the low number of suspensions overall shows no bias.

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

Overall, the suspension rate for white students was orange, while the entire student population suspension rate was green. Please see above for the proactive steps and explanation as to why this happened and the steps we are taking to address the issue.

Other Needs

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

We have identified the main need via the California Health Kid Survey and local surveys: students need to be involved in more academic discourse and discussions during instruction in class and would like more of a voice in the decisions made at the site level. To address these issues, teachers are tracking the occurrences of academic discourse at various

points of the year. This will allow students to see how many occurrences of academic discourse that happen in class. Also, the data will help teachers adjust and make changes to increase the academic discourse in class. To address the need for more student voice, we are allowing the ASB to decide the type and number of student activities we will have in class. The administration will also hold information-gathering sessions with students to gather data to help inform programs at the site level that need improvement.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0%	0%	1	0	0
African American	2.77%	2.69%	3.00%	13	13	14
Asian	11.73%	12.6%	13.52%	55	61	63
Filipino	2.35%	1.65%	1.07%	11	8	5
Hispanic/Latino	18.76%	19.83%	21.24%	88	96	99
Pacific Islander	0%	0%	0%	0	0	0
White	54.58%	53.93%	51.29%	256	261	239
Multiple	9.59%	9.3%	9.87%	45	45	46
Total Enrollment				469	484	466

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	69	40
Grade 1	48	60	48
Grade 2	39	47	65
Grade3	45	44	45
Grade 4	61	43	49
Grade 5	51	66	43
Grade 6	61	52	62
Grade 7	50	57	48
Grade 8	48	46	54
Total Enrollment	469	484	466

Conclusions based on this data:

1. The enrollment decreased due to a smaller-than-expected kindergarten class size. Some middle school students either moved out of the state or to a comprehensive middle school environment.

2. The Asian and Latino student groups make up the majority of the diverse students at SRTMS. Special consideration are taken to address the learning and cultural needs of these student groups.
3. The introduction of the Computer Science Immersion (CSI) program did not result in the expected rise in enrollment. The program was too similar to those in surrounding Districts, so inter-district transfers were not allowed specifically for the CSI program.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19	23	19	3.00%	4.1%	4.1%
Fluent English Proficient (FEP)	44	47	47	10.40%	9.4%	10.1%
Reclassified Fluent English Proficient (RFEP)	17	5	12	12.5%	3.6%	2.0%

Conclusions based on this data:

1. Our English Learner numbers decreased due to fewer newer EL students enrolling at SRTMS. We also reclassified some of our older EL learners. We remained focused on small group language instruction, specific ELD instruction, and differentiated language instruction throughout the school.
2. The expectation is that there will be an increase in the number of students reclassified or FEP for next year as the students become more familiar with the English language.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	45	45	45	44	45	45	44	45	97.8	97.8	100
Grade 4	62	43	49	61	43	49	61	43	49	98.4	100.0	100
Grade 5	49	65	42	49	63	42	49	63	42	100.0	96.9	100
Grade 6	62	51	62	60	51	60	60	51	60	96.8	100.0	96.8
Grade 7	49	55	49	47	53	49	47	53	49	95.9	96.4	100
Grade 8	48	46	54	44	46	53	44	46	53	91.7	100.0	98.1
All Grades	316	305	301	306	300	298	306	300	298	96.8	98.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2462.	2469.	2493.	53.33	45.45	62.22	17.78	18.18	17.78	8.89	18.18	11.11	20.00	18.18	8.89
Grade 4	2514.	2525.	2519.	44.26	55.81	46.94	24.59	20.93	32.65	18.03	11.63	12.24	13.11	11.63	8.16
Grade 5	2590.	2580.	2593.	57.14	50.79	66.67	28.57	34.92	19.05	10.20	7.94	4.76	4.08	6.35	9.52
Grade 6	2591.	2579.	2570.	35.00	39.22	31.67	45.00	35.29	36.67	15.00	9.80	25.00	5.00	15.69	6.67
Grade 7	2623.	2632.	2657.	40.43	45.28	67.35	40.43	39.62	22.45	14.89	11.32	6.12	4.26	3.77	4.08
Grade 8	2651.	2649.	2664.	50.00	41.30	49.06	38.64	47.83	35.85	9.09	8.70	15.09	2.27	2.17	0.00
All Grades	N/A	N/A	N/A	46.08	46.33	52.68	32.68	33.33	28.19	13.07	11.00	13.09	8.17	9.33	6.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.00	36.36	35.56	46.67	47.73	55.56	13.33	15.91	8.89
Grade 4	34.43	39.53	32.65	60.66	51.16	61.22	4.92	9.30	6.12
Grade 5	42.86	41.27	50.00	55.10	57.14	40.48	2.04	1.59	9.52
Grade 6	36.67	37.25	26.67	56.67	45.10	61.67	6.67	17.65	11.67
Grade 7	27.66	43.40	48.98	63.83	47.17	44.90	8.51	9.43	6.12
Grade 8	40.91	34.78	47.17	56.82	63.04	49.06	2.27	2.17	3.77
All Grades	36.93	39.00	39.60	56.86	52.00	52.68	6.21	9.00	7.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.00	36.36	46.67	42.22	43.18	40.00	17.78	20.45	13.33
Grade 4	32.79	39.53	24.49	57.38	48.84	65.31	9.84	11.63	10.20
Grade 5	46.94	53.97	57.14	48.98	39.68	33.33	4.08	6.35	9.52
Grade 6	36.67	29.41	38.33	58.33	54.90	48.33	5.00	15.69	13.33
Grade 7	59.57	56.60	65.31	36.17	35.85	32.65	4.26	7.55	2.04
Grade 8	50.00	50.00	43.40	47.73	43.48	52.83	2.27	6.52	3.77
All Grades	43.46	45.00	45.30	49.35	44.00	45.97	7.19	11.00	8.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.44	20.45	20.00	62.22	70.45	71.11	13.33	9.09	8.89
Grade 4	16.39	25.58	22.45	80.33	67.44	65.31	3.28	6.98	12.24
Grade 5	22.45	23.81	40.48	75.51	74.60	54.76	2.04	1.59	4.76
Grade 6	26.67	19.61	13.33	66.67	74.51	80.00	6.67	5.88	6.67
Grade 7	19.15	20.75	24.49	78.72	77.36	69.39	2.13	1.89	6.12
Grade 8	27.27	21.74	30.19	65.91	76.09	66.04	6.82	2.17	3.77
All Grades	22.55	22.00	24.50	71.90	73.67	68.46	5.56	4.33	7.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.56	22.73	42.22	71.11	61.36	51.11	13.33	15.91	6.67
Grade 4	31.15	37.21	32.65	60.66	55.81	59.18	8.20	6.98	8.16
Grade 5	48.98	36.51	59.52	44.90	58.73	30.95	6.12	4.76	9.52
Grade 6	36.67	33.33	18.33	55.00	54.90	75.00	8.33	11.76	6.67
Grade 7	38.30	43.40	59.18	61.70	54.72	40.82	0.00	1.89	0.00
Grade 8	34.09	43.48	50.94	61.36	52.17	49.06	4.55	4.35	0.00
All Grades	34.31	36.33	42.62	58.82	56.33	52.35	6.86	7.33	5.03

Conclusions based on this data:

- When looking at the overall ELA scores, all grades showed an upward trend. The overall percentage of students meeting or exceeding ELA standards rose by 1.2%. Also, the percentage of students not meeting standards dropped by 3.29%. However, the percentage of sixth-grade students exceeding standards dropped by about 7.5%. Overall, the percentage of students meeting or exceeding standards remained at a high level. This indicates that the students acquire the necessary mastery of standards over time. This is a result of fidelity to the curriculum and the focus on standard mastery. We will continue with our focus on standard mastery and the use of the adopted curriculum daily.
- The need for specific, direct, and in-person instruction in ELA is clear.

We will continue to work in our PLC groups and across grade levels this year to identify the specific standards and skills that are difficult for students. Teachers will then utilize WIN time and small group instruction to provide additional instruction and practice on these standards. It is hoped this will result in a rise in the overall percentage of students who meet or exceed standards.

The sixth grade and seventh grade ELA classes (last year's sixth grade) will need to increase the depth of knowledge questions and assignments to levels three or four. By doing this, it will force students to think and answer questions at a deeper level. Hopefully, this will translate to a higher percentage of students meeting or exceeding ELA standards for both grade levels.

The sub-standard that needs the most improvement is the listening standard (demonstrating effective communication skills). Teachers are consistently incorporating teaching strategies to directly address this need. For example, they are providing students with opportunities for students to listen to text and respond to questions. We are utilizing IXL to specifically target these skills. Teachers will also administering IAB exams that provide students a chance to practice their listening skills.
- The most robust outcomes came out of the 3rd, 5th, 7th, 8th grade ELA. The outcomes resulted from using research-based best teaching practices and the use of Daily 5 (Rotations) and WIN time combined with a good mixture of time on the adopted curriculum, novel study, vocabulary study, and direct instruction for different genres of essays. Additionally, 80.87% of all SRTMS met or exceeded standards overall on the ELA exam. Although we didn't meet our 3% growth target as a school, the percentage of those students exceeding or meeting ELA standards is very high overall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	45	45	45	44	45	45	44	45	97.8	97.8	100
Grade 4	62	43	49	61	43	49	61	43	49	98.4	100.0	100
Grade 5	49	65	42	49	63	42	49	63	42	100.0	96.9	100
Grade 6	62	51	62	61	51	60	61	51	60	98.4	100.0	96.8
Grade 7	49	55	49	48	53	49	48	53	49	98.0	96.4	100
Grade 8	48	46	54	45	46	53	45	46	53	93.8	100.0	98.1
All Grades	316	305	301	309	300	298	309	300	298	97.8	98.4	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2472.	2498.	44.44	38.64	44.44	31.11	27.27	35.56	6.67	18.18	11.11	17.78	15.91	8.89
Grade 4	2526.	2531.	2511.	42.62	41.86	32.65	36.07	20.93	30.61	16.39	25.58	26.53	4.92	11.63	10.20
Grade 5	2596.	2573.	2593.	63.27	55.56	59.52	22.45	15.87	16.67	8.16	15.87	9.52	6.12	12.70	14.29
Grade 6	2571.	2588.	2570.	40.98	50.98	36.67	11.48	21.57	15.00	32.79	15.69	33.33	14.75	11.76	15.00
Grade 7	2576.	2607.	2611.	27.08	37.74	53.06	27.08	24.53	14.29	31.25	26.42	16.33	14.58	11.32	16.33
Grade 8	2600.	2620.	2639.	35.56	43.48	49.06	17.78	15.22	15.09	24.44	23.91	24.53	22.22	17.39	11.32
All Grades	N/A	N/A	N/A	42.39	45.33	45.30	24.27	20.67	20.81	20.39	20.67	21.14	12.94	13.33	12.75

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.44	45.45	53.33	40.00	36.36	42.22	15.56	18.18	4.44
Grade 4	40.98	48.84	40.82	52.46	34.88	48.98	6.56	16.28	10.20
Grade 5	67.35	55.56	57.14	26.53	28.57	26.19	6.12	15.87	16.67
Grade 6	31.15	45.10	35.00	40.98	37.25	48.33	27.87	17.65	16.67
Grade 7	25.00	41.51	40.82	56.25	45.28	46.94	18.75	13.21	12.24
Grade 8	33.33	34.78	47.17	42.22	47.83	33.96	24.44	17.39	18.87
Grade 11									
All Grades	40.13	45.67	44.97	43.37	38.00	41.61	16.50	16.33	13.42

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.44	43.18	51.11	40.00	40.91	44.44	15.56	15.91	4.44
Grade 4	40.98	44.19	30.61	52.46	41.86	57.14	6.56	13.95	12.24
Grade 5	51.02	39.68	47.62	42.86	49.21	47.62	6.12	11.11	4.76
Grade 6	34.43	52.94	31.67	49.18	35.29	55.00	16.39	11.76	13.33
Grade 7	27.08	35.85	46.94	64.58	56.60	40.82	8.33	7.55	12.24
Grade 8	31.11	47.83	35.85	48.89	41.30	56.60	20.00	10.87	7.55
All Grades	38.19	43.67	39.93	49.84	44.67	50.67	11.97	11.67	9.40

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.44	31.82	46.67	51.11	47.73	46.67	4.44	20.45	6.67
Grade 4	42.62	46.51	28.57	45.90	41.86	59.18	11.48	11.63	12.24
Grade 5	38.78	34.92	47.62	59.18	58.73	42.86	2.04	6.35	9.52
Grade 6	44.26	41.18	28.33	45.90	52.94	65.00	9.84	5.88	6.67
Grade 7	29.17	37.74	48.98	56.25	54.72	44.90	14.58	7.55	6.12
Grade 8	28.89	23.91	41.51	64.44	65.22	47.17	6.67	10.87	11.32
All Grades	38.51	36.00	39.60	53.07	54.00	51.68	8.41	10.00	8.72

Conclusions based on this data:

- Math scores remained consistent from the previous year. As a school, the percentage of students meeting or exceeding standards in math stayed the same at 66%. This shows that the teachers' use of best practices benefitted the learning of all students. The percentage of students not meeting standards dropped by 0.5%. This may have been due, in part, to the incentive program we instituted to encourage students to take their time on the CAASPP exam.

Mathematics benefits from specific direct instruction, followed up by individual, and small group work, so that students can get their questions answered directly and in real-time. We implemented these practices regularly in

the 2022-2023 school year. We will also focus on multiple opportunities for academic discourse within the classes. By doing this, students will have ample opportunities to explain their think and correct any errors.

2. In Mathematics, 51% to 80% of students tested (depending upon grade level) met or exceeded standards. This means the majority of students at any grade level met or met or exceeded state standards as tested on the CAASPP exam. This shows that our math program is effective in teaching standards. There was a 14% decrease in the percentage of sixth-grade students exceeding standards when comparing year-to-year. The sixth-grade group struggled with basic math facts, and fewer sixth-grade students participated in the accelerated math course. We will spend more time working on practicing basic math facts and operations through IXL and in small group work. Combined with a focused math homeroom, these actions will hopefully increase the number of students who achieve above standard for the 2024-2025 seventh grade.

The need for specific, direct, and in-person instruction in mathematics is clear. We will continue to work in our PLC groups and with our elementary math content specialist to identify specific standards that are difficult for the students and provide additional instruction and practice on these standards. It is hoped that this will increase the overall percentage of students who meet or exceed standards.

Our goal for the 2024-2025 school year is to see a 2% growth in students meeting or exceeding standards for each grade level.

The substandard that needs the most improvement is "Concepts and Procedures." We will need to focus on teaching specific math facts via IXL and small-group instruction. We will need to continue to have students work through various math problems that focus on specific math procedures through homework assignments, unit tests, and IAB exams. Teachers also need to have students examine examples of real-world problems to assist students how in breaking down and solving a math problem using specific math procedures.

3. The most substantial outcomes came from the substandard of "Communicating Reasoning." We saw an overall growth of 3% of students exceeding the standard in this substandard and a drop of almost 1.3% of students below standard in this area. The outcomes resulted from using research-based best teaching practices, the use of IXL, and the use of supplementary materials provided by the individual teachers. Students were given more opportunities to explain and communicate their reasoning in both written and oral form.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	6	*	*
1	*	*	*	*	*	*	*	*	*	*	6	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	19	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	42.11	37.50	35.00	31.58	31.25	15.00	15.79	12.50	10.00	10.53	18.75	20	19	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.00	63.16	68.75	15.00	10.53	6.25	10.00	15.79	18.75	5.00	10.53	6.25	20	19	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	10.53	18.75	35.00	21.05	12.50	25.00	52.63	50.00	15.00	15.79	18.75	20	19	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	47.37	50.00	35.00	42.11	37.50	15.00	10.53	12.50	20	19	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.00	57.89	68.75	25.00	26.32	18.75	5.00	15.79	12.50	20	19	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	10.53	25.00	40.00	63.16	43.75	25.00	26.32	31.25	20	19	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	15.79	25.00	55.00	68.42	62.50	15.00	15.79	12.50	20	19	16

Conclusions based on this data:

1. Overall, SRTMS students are performing at high levels for the subtests on the ELPAC. This is a result of an academic program that focuses on high expectations for all and small group instruction for those who need assistance.
2. Reading and writing domains will improve as students continue in the SRTMS program, which utilizes Benchmark Advance and Collections curriculum and WIN Time for reading and writing instruction.
3. SRTMS does not have a sufficient number of students who take the ELPAC to provide an in-depth analysis. However, for the students who were tested 64.3% of English Learners made progress as measured by the English Learner Progress Indicator.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
466	21%	4.1%	0.0%
Total Number of Students enrolled in Santa Rosa Technology Magnet School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	4.1%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	98	21%
Students with Disabilities	45	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3%
American Indian	0	0.0%
Asian	63	13.5%
Filipino	5	1.1%
Hispanic	99	21.2%
Two or More Races	46	9.9%
Pacific Islander	0	0.0%
White	239	51.3%

Conclusions based on this data:

1. Our student population dropped slightly from last year despite implementing the Computer Science Immersion program. Parents do not view this as a second language as opposed to a foreign language. Also, the computer

science immersion program mirrors similar programs in other surrounding districts. Thus, the County has denied multiple requests for inter-district transfers. Our socio-economic disadvantaged student population also rose from 14.3% to 21%. This is a result of enrolling students who aren't having a positive experience at the comprehensive middle school and changes in the economic conditions in the state overall. The teaching staff is aware of this issue and are adjusting lessons and activities to ensure all students needs are meet. The teachers are also working with the administration to address any material needs that are addressed with specific families.

2. Enrollment decreased due to students in fifth grade enrolling in comprehensive middle schools. Students are looking for more options in programming and electives that a comprehensive middle school can offer.
3. We are taking many proactive steps, such as implementing the middle school Distance Learning Academy, developing our computer science immersion program to be specific to SRTMS, and planning other programmatical changes to take effect in the 205-2026 school year.

School and Student Performance Data

Overall Performance

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Blue	Suspension Rate Green
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall, SRTMS performed well in ELA and math. This is due to the use of best teaching practices, fidelity to the curriculum, the use of the PLC process, and the incorporation of various computer software programs that assist with instruction.

2. SRTMS's low suspension rate is a result of clearly defined behavioral expectations and an effective PBIS program that combines the use of the Second Step curriculum, Restorative Justice practices, and the use of the Community Circle process. The indicator was in green this year due to an overall reduction in suspensions.
3. SRTMS made great gains in chronic absenteeism. The percentage of chronic absenteeism dropped by 7.6%. This change was due to the increased use and better record keeping of independent study, the incorporation of three new attendance incentives, and students returning to the regular pattern of school (without health or COVID restrictions).

School and Student Performance Data

Academic Performance English Language Arts

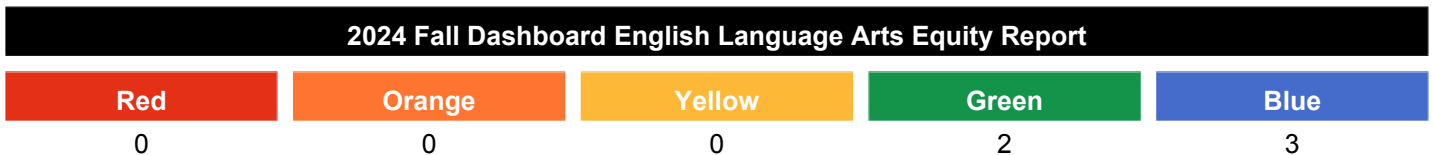
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>75.5 points above standard</p> <p>Increased 8.1 points</p> <p>292 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>48.6 points above standard</p> <p>Declined 10.6 points</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>54.8 points above standard</p> <p>Increased 11.3 points</p> <p>61 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>8.6 points above standard</p> <p>Increased 4.6 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>121.3 points above standard</p> <p>Maintained -2.6 points</p> <p>39 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>43.4 points above standard</p> <p>Increased 10.6 points</p> <p>66 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>86.4 points above standard</p> <p>Declined 4.1 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>73.5 points above standard</p> <p>Increased 10.6 points</p> <p>150 Students</p>

Conclusions based on this data:

1. This results from fidelity to the curriculum and the focus on standard mastery. Our upper grades utilized mentor text, IXL, the FIAB and IAB exams, and novel studies to improve ELA scores. We will continue to focus on these pieces and incorporate more small-group instruction for our Latino and SPED students.
2. The school and teachers devote a significant amount of time to uninterrupted ELA instruction during the morning instructional period for grades TK-5. We continued to implement WIN (What I Need) time devoted to ELA and reading standards and instruction. In all grades, we emphasized the use of small group reading and structured writing assignments, Middle school ELA classes are structured to maximize instruction time and emphasize power standards in each grade level. The middle school also utilized specific ELA intervention and extension homerooms to provide instruction that met the students' needs.
3. The outcomes were a result of using research-based best teaching practices and the use of Daily 5 (Rotations) combined with a good mixture of time on the adopted curriculum, novel study, vocabulary study, and direct instruction for different genres of essays. We will need to provide even more scaffolding and individualized instruction for our Students with Disabilities and Latino groups.

School and Student Performance Data

Academic Performance Mathematics

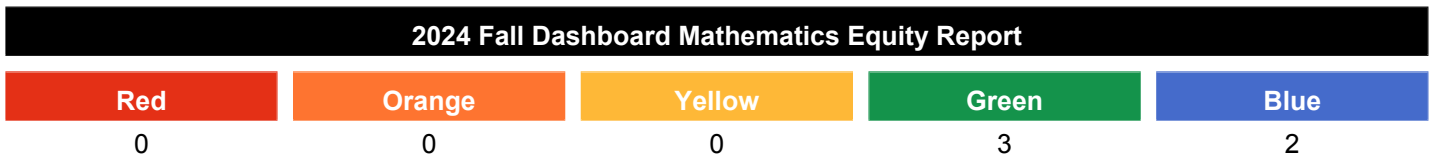
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>46.9 points above standard</p> <p>Increased 5.7 points</p> <p>292 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>31.8 points above standard</p> <p>Increased 30.4 points</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>15.4 points above standard</p> <p>Increased 27.6 points</p> <p>61 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>20.8 points below standard</p> <p>Increased 4.9 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>101.9 points above standard</p> <p>Declined 3.5 points</p> <p>39 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5 points below standard</p> <p>Increased 12 points</p> <p>66 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>75.9 points above standard</p> <p>Increased 5.4 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>48.2 points above standard</p> <p>Maintained 2.3 points</p> <p>150 Students</p>

Conclusions based on this data:

1. Mathematics is a subject that benefits from specific direct instruction, followed by individual and small-group instruction. Regardless of grade level, all our teachers heavily utilize this teaching and learning strategy. The most robust outcomes came from an increase in performance from our Latino students and our students with disabilities. The outcomes resulted from using research-based best teaching practices, such as using real-world math example problems, fidelity to the curriculum, and the use of IXL and supplemental Eureka Squared math materials.
2. Our Latino and Students with Disabilities students performed better than expected. We will continue to use small group and 1:1 teaching strategies focusing on specific standards that students in these groups struggle with. The IXL computer adaptive program helped provide more targeted practice for students who need to improve on specific standards. Also, we need to provide intervention time for those groups with mathematical facts and computational strategies instruction.
3. We also meet our communicating mathematical reasoning goal for 2023-2024. This was a result of students having more opportunities to explain their reasoning using real-world math problems. Classes also had more opportunities to review and discuss whether students' reasoning was on point.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 64.3% making progress. Number Students: 14 Students	 No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	35.7%	21.4%	42.9%

Conclusions based on this data:

1. We don't have enough English Learner students who took the CAASPP tests to have data to analyze and make conclusions.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Blue <p>3.8% Chronically Absent</p> <p>Declined 7.6</p> <p>475 Students</p>	<p>English Learners</p>  No Performance Color <p>13.6% Chronically Absent</p> <p>Declined 8.1</p> <p>22 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Green <p>4.7% Chronically Absent</p> <p>Declined 5.4</p> <p>106 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>5.7% Chronically Absent</p> <p>Declined 14.3</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 21.4</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 6.5</p> <p>62 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.9% Chronically Absent</p> <p>Declined 11.1</p> <p>103 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>4.3% Chronically Absent</p> <p>Declined 6.5</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>4.5% Chronically Absent</p> <p>Declined 6.2</p> <p>245 Students</p>

Conclusions based on this data:

1. This metric decreased significantly due to several factors. Families began to attend school on a more regular basis (fewer health or COVID-related issues occurred this year) and took fewer vacations or unexcused days off.
2. The SARB process was emphasized this past year. We sent out more letters for SARB this last year than ever before, and it will continue to be emphasized throughout the coming year.
3. We improved our school-wide positive attendance program and communicated the requirements for independent study more effectively. We also instituted three new programs that encourage students to be on time and/or attend school at least 97% of the time in any month. All these steps reduced the percentage of chronic absenteeism at SRTMS.

School and Student Performance Data

Conditions & Climate Suspension Rate

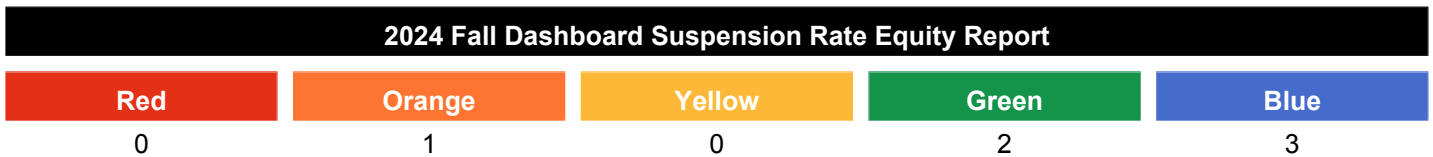
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1% suspended at least one day</p> <p>Maintained -0.2%</p> <p>479 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.2%</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 1.7%</p> <p>107 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 1.6%</p> <p>53 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>63 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3%</p> <p>105 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2%</p> <p>46 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.3%</p> <p>246 Students</p>

Conclusions based on this data:

1. The low suspension rate is due to the PBIS, Restorative Justice, and general emphasis on safety practices in place at SRTMS. We also utilize man ASB and family-based activities to encourage engagement. We will continue with these strategies.
2. SRTMS utilizes the Second Step socio-emotional curriculum, Community Circles, and the Peace Path to build trust within the school and give students strategies to solve conflicts.
3. School expectations and behavioral standards are specifically defined and explained through the SRTMS student handbook for students and family—behavior assemblies conducted by the principal at various points in the year. Teachers also emphasize school and classroom rules throughout the year. Our suspensions were due to specific, one-time incidences of poor choices where the suspension was warranted. Unfortunately, the majority of our suspensions involved white students. However, the low number of suspensions overall shows no bias.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Continuous Improvement of the Instructional Program

The school aims to continue fully integrating three academic programs—Computer Science Immersion, WIN Time, and middle school intervention and extension homerooms—into its master schedule.

For the CAASPP examination, SRTMS will have two goals. For English-language arts, the school will increase the number of students that meet or exceed the claim of communicating effectively in writing by 2%. The overall percentage of students below standard in "Concepts and Procedures" will drop to 10% or below for mathematics.

For the CAST exam, SRTMS's goal is to decrease the percentage of students below standard in Life Science by 3% for the 2024-2025 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase outcomes for all students and address performance gaps through engaging and challenging standards-aligned instruction and supports through a variety of educational options.

Identified Need

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

SRTMS performs well on the CAASPP exam, which has resulted in no areas of low performance or significant gaps among student groups. That said, the number of Asian students who met or exceeded the standard for the CAASPP exam dropped from 83.78% to 79.49% (2022-2023). We plan to identify the specific students and provide small group instruction and challenging math extension activities to improve the overall percentage of Asian students meeting or exceeding standards in math for the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IXL Assessments in Math and ELA	The overall percentage of students at or above grade level on IXL remained high. On average, at the end of 2023-2024, the snapshot diagnostic score for each grade level was above the standard IXL snapshot score for the end of the year. Since IXL is a Computer Adaptive Test, all students will have an individual baseline score for ELA and Math.	For reading, students will make at least a year's growth by the spring of 2025 with regular weekly use of the IXL program in grades 1-8. For math, students will regularly use IXL to target standards in the area of "Concepts and Procedures."
Student Samples of Coding Projects	Each grade level in TK -8th grade began the Computer Science Immersion program with instruction provided by CodeCampus in the 2023-2024 school year. The students ended the year with a portfolio of coding	The administration will review student samples with grade-level teams to ensure that the program continues and that there is evidence of individual student project portfolios being created. Every student is expected to

	projects. This year, the instruction will be provided by an expert and credentialed PVSD teacher. The students will again create a portfolio of coding projects. However, they will be more enhanced and personalized.	create at least five projects to showcase to parents during Open House.
CAASPP Scores	For the claim of effectively communicating in writing, the percentage of students above or near standard is 91%. For the math claim of concepts and procedures, the percentage of students below standard is 13.42%.	With all strategies in place, the students will raise the percentage of students at or above standard by 2% in the claim of effectively communicating in writing. Also, the percentage of students below standard in the math claim of concepts and procedures will drop by 3%.
Fountas and Pinnell LLI and IXL Data	Each student in grades TK-5th grade will be measured, at the beginning of the year, for their reading level using either Fountas and Pinnell LLI or IXL.	Through the implementation of WIN Time, students will make at least one grade level of growth in reading comprehension.
CAST Scores	For the Life Sciences performance levels, the percentage of students below standard is 13.68%.	With the increased use of the Amplify science curriculum and the Maker Space, students will raise the percentage of students at or near standard in the Life Science performance level by 3%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All grade levels or departments will participate in data analysis and common planning time, using various PLC protocols of various common grade-level assessments. Through the analysis, teachers will refine teaching practices to increase student learning. Teachers will also hold teacher collaboration meetings and use the increased preparation time to reflect on and refine the teaching and learning process for various assignments, projects, and assessments. Teachers will use peer observations to learn about various teaching strategies and procedural techniques, especially in the use of Amplify Science, to improve instruction. The students will show continuous academic growth throughout the year through this process.	This goal is designed for all students.	0 D108 Data Days 1000-1999: Certificated Personnel Salaries Data meetings: Funds are provided to pay for substitutes so teachers can observe in each other's classrooms. The teachers will use this observation experience to see other teachers using best teaching practices in their classrooms and then utilize those observed strategies. Funds are also provided for CST meetings. CST meetings focus on goals and instruction needed for our students with significant academic or socio-emotional needs. This is a District funded program, so the cost is absorbed at the District Level.

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1.2	<p>Intervention Supports:</p> <p>We will also utilize WIN time in grades first through fifth to focus on reading and math intervention instruction and enrichment activities for three out of five days a week for half an hour a day. We will utilize specific tutoring funds to provide small math instruction for our students in most need in fourth and fifth grade. We will also use the Curriculum Leadership team and the PLC time to plan and discuss overall student progress in math.</p> <p>The need for math assistance in middle school grade is still present. We have restructured our middle school homeroom classes so that small group and 1:1 tutoring can occur during the math teacher's homeroom. She has a small group of no more than 8-12 students in her homeroom each trimester. This allows for three days out of five days for small group instruction. Each day provides a half-hour of additional instruction and practice. We are refining a similar structure to all homerooms this year. Thus, we will have two additional ELA-focused invention homerooms and two homerooms focusing primarily on extension activities. Every homeroom receives one day of Computer Science Immersion/coding class.</p>	All students	<p>0</p> <p>None Specified</p> <p>None Specified</p> <p>WIN TIME and the middle school homeroom structure do not have a cost because it is a part of the regular curriculum.</p> <p>750</p> <p>D206 Makerspace</p> <p>4000-4999: Books And Supplies</p> <p>This money will be used to provide materials and supplies for hands-on learning opportunities and lessons that focus on STEM principles for our students. The goal is to increase mastery of math standards and concepts through time devoted to these learning opportunities and lessons</p>
1.3	<p>Tutoring Support: Funds will also be provided for fourth and fifth-grade tutoring for students who need extra assistance. This need was identified because of the increased class size in fourth and fifth grade, which results in less time for individual or group intervention. We believe the tutoring will result in high achievement for those selected for the program. Tutoring will be done via invitation and focus on both reading and math. The administration will track the correlation between attendance in tutoring and overall achievement in both subjects each trimester.</p>	Identified students	<p>2643</p> <p>D102 Tutoring/Homework Support</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>The hourly cost for the certificated tutoring program is \$2643. The salary for this position is \$2,120, and the benefits are \$470.64. The tutoring will take place for one hour twice a week until the maximum number of total hours (45 hours) is reached.</p>
1.4	<p>Computer Science Immersion/coding will be provided to all students. Each Tk-5th class receives at least a 45-minute weekly class focusing on coding and Computer Science Immersion principles. Middle school students receive the same weekly lesson through their homeroom class, which lasts half an hour. Students will learn several coding languages and complete projects to show their understanding. This program will provide an engaging signature technology practice for our students, and the concepts learned in the Computer Science Immersion program will result in higher academic achievement.</p>	All students	<p>26,915.54</p> <p>Centralized Service</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>This is the cost of hiring a 40% science teacher for sixth grade so that Mr. Knecht has the morning open to provide coding/computer programming instruction for classes in TK-5th grades. The salary for the sixth-grade science teacher is \$24,626.80, and the benefits are \$2,289.54.</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Refinement of our site based socio-emotional program

SRTMS will implement several socio-emotional programs to help create an environment where students feel healthy, safe, and connected to school. With all programs in place, the goal is to reduce suspensions from six in 2023-2024 to three in 2024-2025 and the yearly chronic absenteeism rate from 3.8 % to 2.8%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student attendance and engagement by providing a safe, responsive, and inclusive learning environment where students are supported and connected.

Identified Need

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

SRTMS performed well and was either blue or green on all 2023-2024 CAASPP Dashboard indicators. The only group that received an orange indicator was white students who were suspended compared to the previous year. With only six suspensions for the 2023-2024 school year, the suspensions issued were for specific, one-time incidents where suspensions were warranted. With all socio-emotional programs in place and an increased use of restorative justice and non-suspension alternatives, the total number of suspensions should decrease overall.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student disciplinary data from Q	2022-23 behavior data from Q. We had six suspensions in the 2022-2023 school year.	There will be less than six suspensions for the school year.
The ASB will be part of the homeroom and our elective class. The elective class will rotate students every trimester to give more students a chance to be part of the ASB.	The ASB class was successful in conducting several school events and the elective class used its time to implement the No Place for Hate Curriculum.	The ASB will be able to host more programs and events throughout the year. Also, the ASB will meet the No Place for Hate requirements to allow SRTMS to be designated a No Place for Hate School. The goal is to participate in five No Place for Hate activities.
Second Step curriculum implemented school wide, as monitored by lesson plans.	Second Step was implemented school wide last year.	The Second Step Curriculum will be implemented throughout the entire school, as measured by lesson plans and classroom observation.
Student interest groups will continue for the academic year.	SRTMS ran five interest groups last year.	Students will attend regular meetings of these interest groups throughout the year. Some interest groups will participate in group events and presentations.

Community circles will be implemented and occur weekly in all classes.	Community circles took place at least weekly last year.	All classes/homerooms will use community circles weekly, as measured by monitoring weekly lesson plans and general classroom observation.
Use of the Peace Path	The Peace Path was used sparingly (once a day) last year.	The Peace Path will be used by students regularly as measured by observation of the staff.
Student attendance data.	This is part of the positive attendance program, so this year will be the baseline.	All students who demonstrate 97% positive attendance each trimester will receive public recognition and a certificate marking their achievement.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	We will enhance recognition of positive student attendance by recognizing students who attend school at least 97% of the time each trimester. We will also purchase bracelets to recognize all students with 97% positive attendance for each month of the school year. In addition, the class with the highest percentage of positive attendance in the grade levels spans of TK-2nd, 3rd-5th, and middle school will earn the monthly Oslen Cup award and be recognized publically for their efforts.	These activities are designed for all students.	400 Unrestricted 4000-4999: Books And Supplies Funds for attendance incentives and certificates for overall student attendance.
2.2	We will continue our "Be the Joy" campaign. It's a program created at the site that focuses on celebrating students making positive choices. Students are encouraged to be the reason that someone smiles.	All students will be served by this program.	500 Donations 4000-4999: Books And Supplies Used in the purchase of posters postcards, and notes from Vista Print for the Be the Joy campaign. The principal provided funds for this program at his own expense.
2.3	We continue with the ASB homeroom and elective structure. The elective class will rotate students every trimester to give more students a chance to participate in the ASB. It is hoped that the ASB activities will help all students feel more engaged in school.	All students will benefit from the ASB program.	611.20 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Stipend for ASB class. Five hundred dollars for pay and \$111.20 for benefits.
2.4	We will use LCAP funds to pay stipends for teachers, staff, and/or parents who lead and advise sports teams or student clubs, assisting in overall student connectedness in school.	All students will benefit. However, most of the benefits will focus on our middle school students.	9774.80 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries The amount for instructional supplies and teacher stipends for various sports teams, clubs, and the ASB, and other school activities, such as field trips.

2.5	We will teach the Peace Path to the students via targeted lessons with the counselor. The administration will use the Campus Supervisor monthly meeting to retrain students on using the Peace Path.	All students will benefit.	0 D203 Belongingness Activities]This extra training has no cost to the school.
2.6	In coordination with the District, SRTMS will utilize a social worker to support students with significant socio-emotional and material needs.	Students who have significant socio-emotional and material needs.	0 1000-1999: Certificated Personnel Salaries The salary for this position is unknown since it is funded by LCAP funds at the District level and the social worker's time is split between many sites.
2.7	In coordination with District officials, SRTMS will implement a comprehensive Arts plan to enhance its instructional program and engage the students through various forms of artistic expression. Another goal of the ARTS program is to increase overall attendance. If students have an interest in the ARTS program, they will make better efforts to attend school, so they will take advantage of the opportunity to participate. The program includes dance instruction, a visual arts docent using "Deep Space Sparkle," and a band program.	Students in all grades have an opportunity to benefit from the Arts program.	26,698.19 Prop 28 Arts 1000-1999: Certificated Personnel Salaries The cost for the 20% dance instructor is \$18,186.41. Benefits and Health/Welfare are \$8,511.78 21362 Prop 28 Arts 2000-2999: Classified Personnel Salaries The salary for the arts support specialist. 9313.00 Prop 28 Arts 4000-4999: Books And Supplies Cost for "Deep Space Sparkle" licenses. 2000.00 Prop 28 Arts 4000-4999: Books And Supplies Music consumables and repairs. 11931.15 Prop 28 Arts 2000-2999: Classified Personnel Salaries Salary for an arts support the band teacher. SRTMS is charged 20% of a 70% position. This equals \$11,931.15 in salary and benefits of \$642.09.
2.8			

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engage in open and meaningful communication with all stakeholders.

To continue with the high levels of communication and activities for parents, students, and staff. We will also work to form at least two community partnerships with businesses in the surrounding community to increase the school's visibility and bring supplementary materials to SRTMS. Second, SRTMS will work with District office staff to incorporate the middle school Digital Learning Academy to increase enrollment in the sixth through eighth grades. Through all this, we hope to keep enrollment at current levels.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will foster a collaborative culture through reciprocal communication, collective responsibility, and accountability among educational partners.

Identified Need

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

SRTMS performed well and was either blue or green on all 2023-2024 CAASPP Dashboard indicators. There are no areas of low performance or significant performance gaps as it relates to this goal.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square and Screencastify	We delivered 95% of the weekly e-mail (Weekly Update) to all families. Families also received the occasional video update.	We will continue with the high percentage of families receiving the weekly e-mail newsletter and continue with the 95% delivery rate.
Middle School Distance Learning Academy attendance and a cohesive plan for this programmatic change in 2025-2026.	We have five students attending the Middle School Distance Learning Academy. The Distance Learning Academy was implemented at another PVSD school. However, we will use this year to refine the practices of the is program to better fit SRTMS.	The Middle School DLA will increase the total number of students to ten by the beginning of the 2024-2025 school year. The middle school Distance Learning Academy will be refined and ready for continued implementation by the 2025-2026 school year.
Facebook/Instagram	As needed, we sent out Facebook messages regarding important school events. We averaged 25-30 interactions per post. We don't actively use Instagram currently.	The SRTMS Facebook account will post weekly messages centered on information or school events. Videos produced by the administration will be posted as the need to communicate changes arises. The average number of "likes" for Facebook posts will be between 30-40 interactins. SRTMS will add Instagram to our communication channels.

Field Trips	Every grade level went on at least one field trip last year.	Every grade level will continue to have at least one field trip for the 2024-2025 school year.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Through the use of Parent Square, Screencastify, Facebook, Instagram, printed media, and site-based materials, SRTMS will increase the amount and methods of communication. The goal is to refine the overall communication channels for the SRTMS community to provide a more targeted response. These actions increase the opportunities for parents to receive critical information. This strategy, along with others outlined below, will help promote the school and engage families in and outside the school. We hope this will cause a rise in overall enrollment.</p> <p>Through PTO donations, the students will participate in several field trips throughout the year. The SRTMS administration will plan family-centered activities in coordination with the PTO and the ASB.</p>	All students were be served through this activity.	<p>200 Unrestricted 5900: Communications Money is used for any additional advertising of events on campus or information that needs to be sent to parents regarding changes in school procedures or a change in routine. 75 Donations None Specified Funds to renew the subscription for Screencastify. Provided by the principal at his own expense.</p>
3.2	<p>Through PTO donations, the students will participate in several field trips throughout the year. The SRTMS administration will plan family-centered activities in coordination with the PTO and the ASB.</p>	All students were served through this activity.	<p>25,000 Donations 5000-5999: Services And Other Operating Expenditures Funds for field trips. 4,914 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Funds for buses for field trips.</p>
3.3	<p>Through planning with the District Office and school staff, incorporate the Digital Learning Academy for middle school.</p>	Students in the middle school grades will benefit from the program.	<p>0 None Specified Funds are not needed to assist in the planning and incorporation of this program. The planning time for this program will come from specific middle school staff meetings.</p>
3.12			

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

The school's goal to fully integrate two academic programs, Computer Science Immersion and WIN Time, into the elementary master schedule. For the CAASPP examination, the school will increase the number of students that meet or exceed in the claim of communicating effectively in writing and in the claim of communicating mathematical reasoning by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
IXL Assessments in Math and ELA	Students will make at least half a year's growth by the spring of 2023 with regular weekly use of the IXL program in grades 1-8.	On average, students made at least half of a year's growth in both ELA and math with regular weekly use of IXL in grades 2-8.
Student Samples of codeCampus Projects	The administration will review student samples with grade-level teams to ensure that the program has begun and there is evidence of individual student project portfolios being created. It is expected that every student will create at least five projects to showcase to parents during Open House.	The administration and the teachers reviewed samples of work. Students were able to create at least five products. The products were displayed during Open House, and the students had a chance to share with families.
CAASPP Scores	With all strategies in place, the students will raise the percentage of students at or above standard by 3% for both claim areas. This increase will also correspond to a drop in the percentage of students not meeting standards for both claims.	The percentage of students meeting or exceeding the claim of commuting in writing did not change. It held steady at 45%. However, the percentage of students meeting or exceeding the claim of communicating effectively with mathematical reasoning did increase by 3%, from 36% to 39%.
Fountas and Pinnell LLI and IXL Data	Through the implementation of WIN Time, students will make at least one grade level of growth in reading comprehension.	Over 90% of students did make at least one grade level of growth in reading comprehension.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All grade levels or departments will participate in data analysis and common planning time, using various PLC protocols of various common grade-level assessments.	All grade levels or departments participated in data analysis and common planning time, using various PLC protocols of various common grade-level assessments. Through	Data meetings: Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction. Funds are also provided for CST meetings. CST	Teachers participated in two Data Days for the 2023-2024 school year. SRTMS held several (over 8) CST days to address the academic and socio-emotional needs of the students.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Through the analysis, teachers will refine teaching practices to increase overall student learning. Teachers will also hold daily teacher collaboration meetings and use the increased preparation time to reflect on and refine the teaching and learning process for various assignments, projects, and assessments. Through this process, the students will show continuous academic growth throughout the year.</p>	<p>the analysis, teachers refined their teaching practices to increase overall student learning. Teachers held daily teacher collaboration meetings and used the increased preparation time to reflect on and refined the teaching and learning process for various assignments, projects, and assessments. Through this process, the students showed continuous academic growth throughout the year.</p>	<p>meetings focus on goals and instruction needed for our students with great academic or socio-emotional needs. This is a District funded program, so the cost is absorbed at the District Level. 1000-1999: Certificated Personnel Salaries P207 Data 0</p>	<p>1000-1999: Certificated Personnel Salaries D108 Data Days 0</p>
<p>Intervention Supports:</p> <p>We will also utilize WIN time in grades first through fifth to focus on reading and math intervention instruction and enrichment activities for half an hour three out of five days a week. We will utilize specific tutoring funds to provide small math instruction for our students in most need in fourth and fifth grade. We will also use the Curriculum Leadership team and the PLC time to plan and discuss overall student progress in math.</p> <p>The need for math assistance in middle school grade is still present. We have restructured our middle school homeroom classes so that small group and 1:1 tutoring can occur during the math teacher's homeroom. Our math teacher has a small group of at most 12-15 students in her homeroom each trimester. This allows for</p>	<p>We utilized WIN time in grades first through fifth to focus on reading and math intervention instruction and enrichment activities for half an hour three out of five days a week. We implemented specific tutoring funds to provide small math instruction for our students in most need in fourth and fifth grade. We used the Curriculum Leadership team and the PLC time to plan and discuss overall student progress in math.</p> <p>The need for math assistance in middle school grade was still present. We restructured our middle school homeroom classes so that small group and 1:1 tutoring can occur during the math teacher's homeroom. Our math teacher had a small group of at most 12-15 students in her homeroom each trimester. This allowed for three days out of five days for small group</p>	<p>None Specified None Specified 0</p> <p>This money will be used to provide materials and supplies for hands on learning opportunities and lessons, that focus on STEM principles, for our students. The goal is to increase mastery of math standards and concepts through time devoted to these learning opportunities and lessons 4000-4999: Books And Supplies P206 Makerspace Supplies 500</p>	<p>The Makerspace funds were used to provide every TK-5th grade class with the opportunity to explore STEM principles in the Makerspace. It is unclear if using the Makerspace resulted in increased mastery of math standards and concepts. 4000-4999: Books And Supplies D206 Makerspace 500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>three days out of five days for small group instruction. Each day provides a half-hour of additional instruction and practice. We expanded the same structure to all homerooms this past year. Thus, we had two additional ELA-focused invention homerooms and two homerooms that focus primarily on extension activities. Every homeroom receives one day of Computer Science Immersion/coding class. We will continue with the same structure this year. However, we may change the extension activities to focus on areas of student interest.</p>	<p>instruction. Each day provided a half-hour of additional instruction and practice. We expanded the same structure to all homerooms this past year. Thus, we had two additional ELA-focused invention homerooms and two homerooms that focus primarily on extension activities. Every homeroom received one day of Computer Science Immersion/coding class. We will continue with the same structure this year. However, we may change the extension activities to focus on areas of student interest.</p>		
<p>Tutoring Support: Funds will also be provided for fourth and fifth-grade tutoring for those students who need extra assistance. This was a need identified because of the increased class size in fourth and fifth grade which results in less time for individual or group intervention. We believe the tutoring will result in high achievement for those selected for the program. Tutoring will be done via invitation and focus on both reading and math. The administration will track the correlation between attendance in tutoring and overall achievement in both subjects each trimester.</p>	<p>Tutoring Support: Funds provided for fourth and fifth-grade tutoring for those students who need extra assistance. This was a need identified because of the increased class size in fourth and fifth grade which results in less time for individual or group intervention. We believed the tutoring would result in high achievement for those selected for the program. Tutoring was done via invitation and focus on both reading and math. The administration tracked the correlation between attendance in tutoring and overall achievement in both subjects each trimester.</p>	<p>Hourly cost for the certificated of tutoring. The total amount given for this position is \$2,500. The salary for this position is \$2,045. The benefits equal \$455. The tutoring will take place for one hour twice a week until the maximum number of total hours (38.5 hours) is reached. 1000-1999: Certificated Personnel Salaries P112 Tutoring 2500</p>	<p>All funds were used to fund the tutoring program for fourth and fifth grade. 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 2500</p>
<p>Computer Science Immersion/coding will be provided to all students in partnership with codeCampus. Each Tk-</p>	<p>Computer Science Immersion/coding provided to all students in partnership with codeCampus. Each Tk-</p>	<p>This is the annual amount paid to codeCampus for their service that provides</p>	<p>All students received the instruction described. The students successfully participated</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>5th class receives a 45-minute class each week that focuses on coding and principles of Computer Science Immersion. Middle school students receive the same weekly lesson through their homeroom class, which lasts half an hour. Students will learn several coding languages and complete several projects to show their understanding. It is hoped that this program will provide an engaging signature technology practice for our students and the concepts learned with the Computer Science Immersion program will result in higher academic achievement.</p>	<p>5th class receives a 45-minute class each week that focused on coding and principles of Computer Science Immersion. Middle school students received the same weekly lesson through their homeroom class, which lasts half an hour. Students learned several coding languages and completed several projects to show their understanding. The program will provided an engaging signature technology practice for our students and the concepts learned with the Computer Science Immersion program at, in part, in higher academic achievement.</p>	<p>coding and computer science instruction for all grade levels. The cost of this program was paid by the Educational Services department, not the site. 5800: Professional/Consulting Services And Operating Expenditures None Specified 75600</p>	<p>in coding lessons throughout the year. 5800: Professional/Consulting Services And Operating Expenditures 75600</p>

Analysis

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

The overall implementation did occur as described above. The middle school decided to change homerooms every trimester based on the students' needs. The CSI program was implemented, but the instructor's attendance was irregular due to illness. Students did receive weekly instruction. However, over the course of the year, students missed between 6 and 8 class sessions due to the lack of a CSI instructor at CodeCampus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The PLC and CST process effectively assisted the teachers in providing more targeted instruction for their students. We were able to exit at least 50% of the CST process for the 2023-2024 school year. The Data Days were helpful for the administration in obtaining a status report on the assessment levels of many of the students. However, it yielded a change in overall teaching practices, which was the program's original intent. With only two Data Days with administration, it took a lot of work to institute any lasting change.

WIN Time and the middle school homeroom structure were effective. WIN Time was fully integrated into the TK-5th grade classrooms. All students participated in targeted interventions or enrichment lessons and activities for 30 minutes three to four times weekly. The elementary grades received targeted instruction in phonics and ELA through WIN time. The middle school math homeroom provided much small group instructional time with students who needed assistance. However, the ELA intervention in middle school homerooms was less effective because teachers and students needed to understand how to implement the IXL program most effectively.

The effectiveness of the fourth and fifth trade tutoring was minimal. Students achieved better in ELA and math than they would have had without the extra instruction. However, the specific standard scores of the targeted students were mostly the same, as measured on their report cards.

Even with the codeCampus instructor's attendance issue, the program was fully implemented, and students in grades TK-8 created at least five projects apiece. The program was effective in teaching our students the basics of coding.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the actual expenditures for the 2023-2023 school year.

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.

Changes will be made to the 2023-2024 school year goals. First, we alternate the Data Days to days when teachers will have the opportunity to observe the teaching practices of their peers in either ELA or math. Through this, teachers will observe and implement new or different teaching strategies that they will observe. This should correspond to better overall ELA or math scores on the CAASPP exam. You will see this change in the actions for goal one in the 2023-2024 SPSA.

Next, teachers will have students work ten minutes a week in the diagnostic checkpoint in IXL for ELA and math. This will keep the student's assessment data correct and provide targeted questions in IXL that accurately reflect the student's academic level. You will see this change in goal one of the 2023-2024 SPSA.

The fourth and fifth-grade math tutoring will focus on students who are closer to meeting grade-level standards than those selected last year. Hopefully, students selected for this year will learn more readily during tutoring. This will result in a better understanding of the standards in ELA and math and better overall report card and CAASPP scores at the end of the year. You will see this change in goal one of the 2023-2024 SPSA.

CSI instruction will change for 2023-2024. SRTMS will use existing staff to lead and teach the coding program. Using existing staff will allow all students to participate in more CSI lessons due to the instructor's better overall attendance. You will see this change in goal one of the 2023-2024 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

SRTMS will implement several socio-emotional programs that will help to create a school environment where students feel healthy, safe, and connected to school. With all programs in place, the goal would be to reduce the yearly chronic absenteeism rate from 11.4% to 9.0%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student disciplinary data from Q	There will be less than six suspensions for the school year.	SRTMS had six suspensions for the 2023-2024 school year.
The ASB will be a part of the homeroom as well as our elective class. The elective class will rotate students every trimester to give more students a chance to be part of the ASB.	The ASB will be able to host more programs and events throughout the year. Also, the ASB will meet the No Place for Hate requirements to allow SRTMS to be designated a No Place for Hate School.	ASB hosted more than 10 school events during the school day to support SRTMS students. SRTMS also qualified for a second year as a No Place for Hate-designed school.
Second Step curriculum implemented school wide, as monitored by lesson plans.	The Second Step Curriculum will be implemented throughout the entire school, as measured by lesson plans.	All grade levels and classes within those grade levels implement the Second Step. Due to a change in the middle school homeroom, Second Step was implemented through middle school history classes. The counselor also supported the middle school by hosting community circles during middle school PE periods.
Student interest groups will continue for the academic year.	Students will attend regular meetings of these interest groups throughout the year. Some interest groups will participate in group events and presentations.	Middle school teachers hosted five lunchtime interest groups throughout the year. One example is the Friday lunchtime gaming interest group.
Community circles will be implemented and occur weekly in all classes.	All classes/homerooms will use community circles weekly, as measured by monitoring weekly lesson plans and general classroom observation.	All classes utilized the community circle structure during the 2023-2024 school year. The counselor also supported the middle school by hosting community circles during the middle school PE period. These community circles focused on building better relationships and underlying between different student groups.
Campus supervisors will measure how many times the Peace Path will be utilized by students during recess times. The data collection will happen at least twice a week during the second and third trimester of the school year.	It will be observed that the students will use the Peace Path at least three times daily. The data will become our baseline.	The Peace Path was used an average of one time per day.
Student attendance data.	All students who demonstrate 97% positive attendance each trimester will receive public recognition and a certificate marking their achievement.	Students who demonstrated 97% positive attendance received a trimester attendance certificate. Also, each month, students who received

Metric/Indicator	Expected Outcomes	Actual Outcomes
		97% positive attendance received a small tangible reward (bookmark, bracelet, etc.)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will enhance recognition of positive student attendance by recognizing students who attend school at least 97% of the time each trimester.	Certificates were created and distributed for students who received 97% positive attendance for each trimester.	Funds for attendance incentives and certificates for overall student attendance. 4000-4999: Books And Supplies Unrestricted 300	All funds were expended for certificates for the program. 4000-4999: Books And Supplies 300
We will continue our "Be the Joy" campaign. It's a program created at the site that focuses on celebrating students making positive choices. Students are encouraged to be the reason that someone smiles.	The "Be the Joy" program was implemented across the school to celebrate students who made positive choices.	Used in the purchase of posters postcards, and notes from Vista Print for the Be the Joy campaign. Funds for this program were provided by the principal at his own expense. 4000-4999: Books And Supplies Donations 500	Postcards, notes, and posters were purchased through Vista Print to keep the program operating. 4000-4999: Books And Supplies Donations 500
We continue with the ASB homeroom and elective structure. The elective class will rotate students every trimester to give more students a chance to be part of the ASB. It is hoped that the ASB activities will help all students feel more engaged in school.	The ASB homeroom and elective class continued this year. Almost 90 middle school students participated in ASB.	Stipend for ASB class. Five hundred dollars for pay and \$111.20 for benefits. 1000-1999: Certificated Personnel Salaries P203 Connectedness 611.20	All funds were expended for the ASB advisor stipend. This includes the \$500 for pay and the \$111.20 for benefits (as outlined in the previous column). 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 611.20
We will use LCAP funds to pay stipends for teachers, staff, and/or parents to lead and advise sports teams or student clubs to assist in overall student connectedness in school.	The funds were used to pay stipends for five middle school interest groups and to pay for various expenses for the middle school sports teams. Funds were also used to pay stipends for student activities, such as the spelling bee.	The amount for instructional supplies and teacher stipends for various sports teams, clubs, and the ASB, and other school activities. 1000-1999: Certificated Personnel Salaries P203 Connectedness 9151.80	All funds were expended for stipends and instructional materials. This includes all stipends and benefits for the various teacher stipends (as outlined in the previous column). 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 9151.80

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will use LCAP funds to help incentivize student attendance in school and promote peer mentorship programs.	All but two elementary classes participated in the Big Buddy/Little Buddy program. The peer mentoring program took place from September until early May.	Funds to assist with individual incentives and classroom supplies for peer mentoring programs including the Big Buddy/Little Buddy program and peer mentor program (Middle school students assisting and working with specific students of need in elementary classes). 4000-4999: Books And Supplies P205 Mentorship 500	All allocated funds were used to support the Big Buddy/Little Buddy and middle school peer mentor program. 4000-4999: Books And Supplies 500
We will fully implement the Peace Path program.	The Peace Path was utilized sparingly throughout the year.	No funds are needed for this program. The Peace Path was painted on campus. Implementation and data collection have no cost to the school. 0	Data was collected weekly by the administration regarding the use of the Peace Path. 0
In coordination with the District, SRTMS will utilize a social worker to support the needs of students who have significant socio-emotional and material needs.	The social worker made bi-weekly visits to SRTMS to work with students who had various needs.	The salary for this position is unknown since it is funded by LCAP funds at the District level and the social worker's time is split between many sites. 1000-1999: Certificated Personnel Salaries 0	Salary paid at the District level. 1000-1999: Certificated Personnel Salaries 0

Analysis

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

The implementations of the strategies above happened as planned.

Students were awarded certificates for students with 97% positive attendance. The "Be the Joy" campaign awarded postcards to students who displayed proper behavior and were helpful. Over 100 cards were awarded for the entire year.

Over the years, the ASB has held many student events. For example, they have art at lunch activities for all students. The ASB students also implemented the "No Place for Hate" program at SRTMS. They assisted the PTO and administration with various school and family events.

The Big Buddy/Little Buddy program (third-fifth-grade classes paired up with TK-second-grade classes) and peer mentor program (Middle school students assisting and working with specific students of need in elementary classes) occurred throughout the year.

The Peace Path was already on campus. The goal was for the students to use it more. However, the Peace Path was used sparingly. We will remain a tool that students can use to solve a problem, but it has a low usage rate.

The PVSD social worker worked with families on a bi-weekly basis at SRTMS.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The attendance certificates contributed to a higher positive attendance percentage when compared to the 2022-2023 to 2023-2024 school year. However, we found that monthly individual attendance bracelets for students with 97% positive attendance each month were more effective than the certificates. The administration paid out of pocket for those bracelets, so it wasn't a strategy listed in this goal area.

The "Be the Joy" program contributed to an upbeat tone on the campus, and the positive results of the California Healthy Kids Survey support its use. Almost all teachers participated in the program.

Having the ASB either host or participate in multiple events on campus helped the students in the ASB elective class connect with the school. It also allowed SRTMS to have a student or family event at least once every six weeks.

The Big Buddy/Little Buddy and peer mentor programs helped build a positive campus culture. These programs helped younger students with some academic challenges and allowed older students to connect with younger students on campus. The older students would take extra care of their little buddies on campus.

The Peace Path was not effective. The students seemed embarrassed to use it, and campus supervisors were reluctant to refer students to it.

The social worker provides essential referrals to students and their families facing attendance, financial, or emotional challenges. Although the number of students she worked with was small, her assistance benefitted the students and their families.

All the measures contributed to a drop in overall chronic absenteeism from 11.4% to 3.8%. We exceeded our goal for the SPSA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no materials differences in the proposed expenditures an the actual 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 only change to the strategies for this goal would be to provide campus supervisors and students with more training on the Peace Path. The counselor will provide the training for the students.

The administration will provide training for the campus supervisors. If the campus supervisors and students receive more training, they may refer more students to the Peace Path. You will see the change in goal two of the 2024-2025 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

To continue with the high levels of communication and activities for parents, students, and staff. Through open communication and an engaging academic program, we will raise the overall student population by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Square and Screencastify	We will continue with the high percentage of families receiving the weekly e-mail newsletter, in an attempt to reach 94% of delivery to all families. This year we will use Parent Square which provides better e-mail capability. Also, Parent Square provides a more professional look to our e-mail and communication. Parents will have the opportunity to video messages from the principal as the need to communicate changes arises.	95% of all families received weekly e-mail newsletters and other communication through Parent Square.
Total number of field trips (both off-site and on-site)	Each grade level will participate in at least one field trip in the 2023-2024 school year.	Every class participated in at least one field trip, and at least half participated in two field trips.
Facebook	The SRTMS Facebook account will post weekly messages centered on information or school events. Videos produced by the administration will be posted as the need to communicate changes arises. The average number of "likes" for Facebook posts will be between 60-75.	The whole school's messages on SRTMS Facebook averaged 30 likes/interactions.
Total number of PTO/ASB/school events	SRTMS will have at least one family-focused event per month in an effort to showcase and promote the school to SRTMS families and the community.	SRMTS had 14 family-focused events throughout the 2023-2024 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Through the use of Parent Square, Screencastify, Facebook, printed media, and site-based created materials SRTMS will increase the amount and	Through the use of Parent Square, Screencastify, Facebook, printed media, and site-based created materials SRTMS increased the amount and	Money is used for any additional advertising of events on campus or information that needs to be sent to parents regarding changes in	All funds were expended for additional advertising for school events 5000-5999: Services And Other Operating Expenditures 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>methods of communications. The goal is to refine the overall communication channels to the SRTMS community for a more targeted response. These actions increase the opportunities for parents to receive important information. This strategy, along with others outlined below, will help to promote the school and engage families both in the school and from the outside community. We hope this will cause a rise in overall enrollment.</p> <p>Through PTO donations, the students will participate in several field trips throughout the year. In coordination with the PTO and the ASB, the SRTMS administration will plan family-centered activities.</p>	<p>methods of communications. The goal is to refine the overall communication channels to the SRTMS community for a more targeted response. These actions increased the opportunities for parents to receive important information. This strategy, along with others outlined below, helped to promote the school and engage families both in the school and from the outside community. We hope this will cause a rise in overall enrollment.</p> <p>Through PTO donations, the students participated in several field trips throughout the year. In coordination with the PTO and the ASB, the SRTMS administration planned 14 family-centered activities.</p>	<p>school procedures or a change in routine. 5900: Communications Unrestricted 200</p> <p>Funds to renew the subscription for Screencastify. Provided by the principal at his own expense. None Specified Donations 50</p>	<p>The Screencastify subscription was renewed for 2023-2024. None Specified Donations 50</p>
<p>Through PTO donations, the students will participate in several field trips throughout the year. In coordination with the PTO and the ASB, the SRTMS administration will plan family-centered activities.</p>	<p>Through PTO donations, the students participated in several field trips throughout the year. In coordination with the PTO and the ASB, the SRTMS administration planned family-centered activities.</p>	<p>Funds for field trips. 5000-5999: Services And Other Operating Expenditures Donations 20,000</p> <p>Funds for field trips. 5000-5999: Services And Other Operating Expenditures P203 Connectedness 4,914</p>	<p>All funds were expended for field trips 5000-5999: Services And Other Operating Expenditures Donations 20,000</p> <p>All funds were utilized for field trip bus transportation. 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 4,914</p>

Analysis

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

The strategies were implemented as planned. Parent Square was the predominant method of communication, and it was used multiple times every week. Screencastify videos and Facebook posts were also utilized to communicate. Students participated in field trips throughout the year. We also had 14 student or family events during the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The communication channels help inform families about school events. We increased the percentage of families receiving weekly newsletters by 2%. However, Facebook was less effective than in the previous year, and families may not be using it as much as in the past. Students benefited from the several field trips taken during the year. They were able to participate in hands-on learning in unique environments. Unfortunately, the strategies did not result in a 3% increase in the student population. Enrollment stayed flat throughout the year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the actual 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 strategies used above will be changed. We will investigate other social media platforms to improve overall communication. SRTMS will also work with the District Office and SRTMS staff to plan necessary programmatical changes to increase enrollment. You will see these changes in the 2024-2025 goal three and the strategies described within that goal.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$143,087.88
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$143,087.88
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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 (\$)
	\$0.00
Centralized Service	\$26,915.54
D102 Tutoring/Homework Support	\$2,643.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$15,300.00
D206 Makerspace	\$750.00
Donations	\$25,575.00
None Specified	\$0.00
Prop 28 Arts	\$71,304.34
Unrestricted	\$600.00

Subtotal of state or local funds included for this school: \$143,087.88

Total of federal, state, and/or local funds for this school: \$143,087.88

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	2643.00	0.00
D203 Belongingness Activities	15300.00	0.00
Donations	25,575	0.00
D206 Makerspace	750.00	0.00
Centralized Service	26,915.54	0.00
Unrestricted	600	0.00
Prop 28 Arts	71304.34	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Centralized Service	26,915.54
D102 Tutoring/Homework Support	2,643.00
D108 Data Days	0.00
D203 Belongingness Activities	15,300.00
D206 Makerspace	750.00
Donations	25,575.00
None Specified	0.00
Prop 28 Arts	71,304.34
Unrestricted	600.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	39,727.19
2000-2999: Classified Personnel Salaries	33,293.15
4000-4999: Books And Supplies	12,963.00
5000-5999: Services And Other Operating Expenditures	29,914.00

5800: Professional/Consulting Services And Operating Expenditures	26,915.54
5900: Communications	200.00
None Specified	75.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		0.00
None Specified		0.00
5800: Professional/Consulting Services And Operating Expenditures	Centralized Service	26,915.54
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,643.00
1000-1999: Certificated Personnel Salaries	D108 Data Days	0.00
	D203 Belongingness Activities	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	10,386.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	4,914.00
4000-4999: Books And Supplies	D206 Makerspace	750.00
4000-4999: Books And Supplies	Donations	500.00
5000-5999: Services And Other Operating Expenditures	Donations	25,000.00
None Specified	Donations	75.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	26,698.19
2000-2999: Classified Personnel Salaries	Prop 28 Arts	33,293.15
4000-4999: Books And Supplies	Prop 28 Arts	11,313.00
4000-4999: Books And Supplies	Unrestricted	400.00
5900: Communications	Unrestricted	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,308.54

Goal 2

82,590.34

Goal 3

30,189.00

School Site Council Membership

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

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

Name of Members	Role
Kelly M. Borchard	Principal
Brett Pollock	Parent or Community Member
Jay Abeywardena	Parent or Community Member
Heather Danko	Parent or Community Member
Olga Ulyankina-Mughal	Parent or Community Member
Amanda Namba	Parent or Community Member
Stephanie Bower	Other School Staff
Summer Frederick	Classroom Teacher
Lora Marsh	Classroom Teacher
Michelle Bennett	Classroom Teacher
	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

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 11/18/2024.

Attested:



Principal, Kelly M. Borchard on 11/18/2024

SSC Chairperson, Lora Marsh on 11/18/2024