



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Petaluma Junior High School	49708626060230	5/18/2023	

Purpose and Description

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

The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program.

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

Petaluma Junior High School's SPSA maximizes our available resources and is aligned with the PCS Local Control and Accountability Plan (LCAP), which focuses on Common Core State Standards, communication with our school community through engagement and improved services, and connections that support academic success for all district students through the provision of a safe, supportive and inclusive environment. Additionally, Petaluma Junior High School's SPSA represents the goals and programs required in the Every Student Succeeds Act (ESSA). As authorized in ESSA, Petaluma Junior High School's SPSA supports improving student group performance through the use of funding described in our annual goals, strategies, proposed expenditures and activities for student groups. Building on our process of using data collected from multiple sources in timely periods, we will continue to use data to assess the effectiveness of our teaching practices, our curriculum and course offerings, our opportunities for staff, student and parent engagement, and the resources we offer and the strategies we use to support our students' academic, behavioral, and social-emotional growth.

Petaluma Junior High School believes that placing an emphasis on positive school culture, connectedness, inclusion and relationships is the precursor to our students' academic success. This is why many of the activities outlined in our goals cite efforts to strengthen school culture, connectedness, inclusion and relationships, such as the implementation of positive behavioral

interventions and supports (PBIS) and restorative practices. In reviewing the California School Dashboard for the Fall of 2022, we've identified that certain student subgroups, some of whom make up a significant portion of our population, are struggling with academic success and have high rates of chronic absenteeism and suspension. These specific subgroups are our Hispanic population, our English Learners, and our students with disabilities. By placing particular emphasis on increasing these struggling subgroups' connectedness to school, we expect to improve their academic success and decrease their rates of chronic absenteeism and suspension.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

PJHS has conducted several surveys in order to gather staff, student, parent, and community input for the year. Surveys include the following: YouthTruth pulse and annual surveys to students, staff and families that gather data on student, staff, and family connectedness to school; an Orenda Group study conducted in the Spring of 2022, and a First Water Equity survey to measure how PCS staff are experiencing inclusiveness in their work environment.

The results of the Orenda Group Study lead to the creation of a district Equity Committee. The district Equity Committee made the decision in Fall 2022 to partner with First Water Consultants to offer Diversity, Equity, and Inclusivity training to our staff over the course of the 2022-23 school year and beyond, including the creation of focus groups tailored to provide direct input on both site and district needs as well as individual training for school administration.

Classroom Observations

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

Classroom observations occur weekly by both administrators and have included input from district office directors and assistant superintendents. All classrooms are visited. Observations illustrate teacher collaboration, planning, and structured activities through the use of district adopted curriculum and educational technology. Teachers have been utilizing time reserved during the work week (Wednesdays) to support student discourse, academic achievement, and increased collaboration including, but not limited to, department meetings, grade level meetings, staff meetings and professional learning networks. Additional work is still needed in order to increase the cognitive rigor on tasks aligned to standards, and for opportunities for students to share evidence of their understanding in a manner that supports increased engagement and formative feedback to teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

SBAC and CAA data shows the need for an increased focus on mathematics in particular. This is also supported by CPM standardized tests. Looking at the California Dashboard for PJHS, all students in sub categories (Latinx, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) need added supports.

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

Teachers collaborate during grade level, staff, department, and professional learning network meetings at least once a month (Wednesdays). This time is used to discuss and plan curriculum and assessments, to review assessment data, to align school-wide expectations and practices, to collaborate across grade levels and subjects, and to look at individual student needs. This data is used to determine student needs and provide necessary interventions as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified teachers.

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

All teachers have access to district approved curriculum and texts, coaching support, and professional development.

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

All assessments are aligned to the CCSS.

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

Teachers have the support of department chairs, teachers on special assignment, a library specialist, and bilingual staff. All staff are provided with support specific to their English Learners; including assessment data, primary language support, support with designated and integrated ELD, and support with implementing strategies in support of EL students through the ELRT, bilingual clerk, a two bilingual instructional assistants, who also offer after school tutoring on Wednesdays for English Learners. There is also support for Special Education through case managers/SPED teachers, and a Study Skills class.

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

Teachers have time allotted monthly for grade level meetings, department meetings and professional learning network meetings.

Teaching and Learning

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

All students are provided with district adopted curriculum along with a materials budget that is state approved and aligned to grade level CCSS.

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

All teachers provided the recommended instructional minutes for all students.

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

All class periods follow the schedule with an emphasis on key standards. There are structured interventions provided to students as needed.

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

Adopted standards based instructional materials along with related technology are provided to all staff and students.

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

All teachers use state approved adopted materials and standard aligned materials, including intervention materials.

Opportunity and Equal Educational Access

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

Interventions are provided to students as needed, monitored through math and reading assessments, in a manner that supports the progress and access to grade level standards.

Evidence-based educational practices to raise student achievement

Evidence based educational practices are supported through professional development, partnerships with the district office, the Sonoma County Office of Education, and researched based practices.

Parental Engagement

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

On-site resources include: PTSA, School Site Council, ELAC, YouThrive, Mentor Me, Keeping Kids In School, as well as ongoing opportunities to develop and sustain community partnerships. These include meetings, communication through Parent Square, social media, daily audio announcements, bi-monthly video announcements, website updates, school site events, and student recognitions such as Student of the Month awards.

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

N/A

Funding

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

Services provided by categorical funds include bilingual clerk, bilingual instructional assistant, counselors, ELRT, intervention materials and instruction, along with collaboration time for teaching professional learning and planning.

Fiscal support (EPC)

Fiscal support is provided for student increased achievement through instructional assistants, counselors, a response to intervention system, as well as grade level professional learning and collaboration, and related instructional supports.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Section 1: Stakeholder Engagement
Description of Involvement Process Implemented

We had a PTSA general meeting to look at our priorities for 2022-23 on August 30, 2022; March 20, 2023; April 17, 2023; and May 15, 2023.

ELAC meetings were held on September 1, 2022; November 2, 2022; February 1, 2023; and April 19, 2023.

School Site Council (SSC) meetings were held on on November 17, 2022; December 15, 2022; January 19, 2023; February 23, 2023; March 23, 2023, April 27, 2023; and May 18, 2023.

The School Site Council was asked to discuss, review, give feedback, ask questions of and approve the SPSA for PJHS. Approval of the plan was at the May 18, 2023 SSC meeting.

The goals of the SPSA were addressed at ELAC meetings in the 22/23 school year (dates above).

The ELAC completed a needs assessment on February 1, 2023 and attendees provided specific feedback to integrate into the SPSA. That feedback was reviewed by ELAC at 4/19/23 meeting.

ELAC feedback was also reviewed by SSC at 4/27/23 meeting.

The SPSA's goals and areas of focus are aligned with the district's LCAP.

Resource Inequities

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

We discussed the need for equal access to a relevant, rigorous and engaging curriculum for all students. We talked about the need for additional support in integrated ELD strategies to support ELs in content area classes. We talked about the need to support Latinx, SED, SWD and ELs in both ELA and Math.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.40%	0.44%	3	2	2
African American	0.6%	0.60%	0.67%	3	3	3
Asian	1.6%	1.20%	0.67%	8	6	3
Filipino	0.6%	0.20%	0%	3	1	0
Hispanic/Latino	35.6%	33.73%	31.93%	176	169	144
Pacific Islander	0.2%	0.60%	0.67%	1	3	3
White	53.5%	55.69%	61.42%	265	279	277
Multiple/No Response	7.1%	6.79%	4.21%	35	34	19
Total Enrollment				495	501	451

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	258	235	214
Grade 8	237	266	237
Total Enrollment	495	501	451

Conclusions based on this data:

1. The overall enrollment has decreased over the past three years.
2. PJHS's Latino/Hispanic population has increased over the last three years, while the White population decreased.
3. PJHS's Multiple/No Response population has increased over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	36	41	31	7.3%	8.2%	6.9%
Fluent English Proficient (FEP)	85	85	84	17.2%	17.0%	18.6%
Reclassified Fluent English Proficient (RFEP)	84	91	77	17%	18.2%	17%

Conclusions based on this data:

1. PJHS's population of English Learners has increased over the last three years.
2. The population of Fluent English Proficient has remained steady over the last three years.
3. The population of Reclassified Fluent English Proficient has remained steady over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	257	238		232	231		231	231		90.3	97.1	
Grade 8	235	265		220	255		219	254		93.6	96.2	
All Grades	492	503		452	486		450	485		91.9	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2555.	2568.		18.18	19.48		35.50	41.56		25.11	22.94		21.21	16.02	
Grade 8	2570.	2561.		21.46	14.96		32.42	37.40		26.03	24.02		20.09	23.62	
All Grades	N/A	N/A	N/A	19.78	17.11		34.00	39.38		25.56	23.51		20.67	20.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	22.61	20.78		56.96	66.67		20.43	12.55	
Grade 8	24.31	21.65		54.13	54.72		21.56	23.62	
All Grades	23.44	21.24		55.58	60.41		20.98	18.35	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	26.75	27.71		51.75	57.58		21.49	14.72	
Grade 8	18.72	19.69		55.25	51.97		26.03	28.35	
All Grades	22.82	23.51		53.47	54.64		23.71	21.86	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.29	15.15		74.03	76.19		11.69	8.66	
Grade 8	13.30	13.39		75.69	74.80		11.01	11.81	
All Grades	13.81	14.23		74.83	75.46		11.36	10.31	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	20.78	22.94		64.07	65.37		15.15	11.69	
Grade 8	23.74	19.29		65.30	66.54		10.96	14.17	
All Grades	22.22	21.03		64.67	65.98		13.11	12.99	

Conclusions based on this data:

1. Over 50% of PJHS students' overall ELA scores exceeded or met standard (54% in 20-21; 56% in 21-22).
2. Listening and Research/Inquiry continue to be highest performing of PJHS's ELA scores, with Listening scores in 21-22 being 89.69% of students scoring above standard and at or near standard; and Research/Inquiry scores in 21-22 being 87.01% of students above standard and at or near standard.
3. Writing continues to be an area of greatest need. While in 21-22, 78.15% of students scored above standard and at or near standard, 21.86% of students scored below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	257	238		230	232		228	231		89.5	97.5	
Grade 8	235	265		217	254		217	254		92.3	95.8	
All Grades	492	503		447	486		445	485		90.9	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2532.	2536.		15.79	18.61		23.68	20.78		28.95	32.90		31.58	27.71	
Grade 8	2542.	2530.		17.05	14.96		23.04	15.75		23.04	27.95		36.87	41.34	
All Grades	N/A	N/A	N/A	16.40	16.70		23.37	18.14		26.07	30.31		34.16	34.85	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	19.74	18.18		50.44	54.11		29.82	27.71	
Grade 8	18.52	14.96		49.54	50.00		31.94	35.04	
All Grades	19.14	16.49		50.00	51.96		30.86	31.55	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	16.23	17.32		60.53	57.58		23.25	25.11	
Grade 8	16.59	14.96		52.53	57.09		30.88	27.95	
All Grades	16.40	16.08		56.63	57.32		26.97	26.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.47	12.99		62.72	68.40		22.81	18.61	
Grade 8	10.60	11.02		67.74	63.78		21.66	25.20	
All Grades	12.58	11.96		65.17	65.98		22.25	22.06	

Conclusions based on this data:

1. Over the last three years, approximately 60% of students are Nearly Meeting or Not Meeting standard (59.63% in 18-19; 60.23% in 20-21; 65.16% in 21-22).
2. Communicating Reasoning is an area of strength, with 77.94% of students scoring above standard and at or near standard in 21-22, and 22.06% of students scoring below standard in 21-22 (which is the lowest below standard percentage of all three areas tested).
3. Concepts and procedures continues to be an area of greatest challenge, with 31.6% of students scoring below standard in 21-22, and 68.84% of students scoring above standard and at or near standard in 21-22 (which is the lowest at/near and above standard percentage of all three areas tested).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1531.1	1535.9		1524.9	1528.9		1536.9	1542.4		14	16	
8	1530.1	*		1535.8	*		1523.8	*		13	10	
All Grades										27	26	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	21.43	12.50		28.57	68.75		35.71	6.25		14.29	12.50		14	16	
8	15.38	*		30.77	*		38.46	*		15.38	*		13	*	
All Grades	18.52	15.38		29.63	61.54		37.04	15.38		14.81	7.69		27	26	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	28.57	31.25		28.57	50.00		42.86	12.50		0.00	6.25		14	16	
8	15.38	*		69.23	*		7.69	*		7.69	*		13	*	
All Grades	22.22	30.77		48.15	50.00		25.93	15.38		3.70	3.85		27	26	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	12.50		28.57	18.75		35.71	56.25		28.57	12.50		14	16	
8	0.00	*		23.08	*		46.15	*		30.77	*		13	*	
All Grades	3.70	19.23		25.93	15.38		40.74	46.15		29.63	19.23		27	26	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.29	0.00		64.29	87.50		21.43	12.50		14	16	
8	15.38	*		69.23	*		15.38	*		13	*	
All Grades	14.81	3.85		66.67	88.46		18.52	7.69		27	26	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	64.29	68.75		35.71	18.75		0.00	12.50		14	16	
8	61.54	*		30.77	*		7.69	*		13	*	
All Grades	62.96	61.54		33.33	30.77		3.70	7.69		27	26	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	14.29	6.25		35.71	75.00		50.00	18.75		14	16	
8	0.00	*		53.85	*		46.15	*		13	*	
All Grades	7.41	15.38		44.44	53.85		48.15	30.77		27	26	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.14	12.50		78.57	81.25		14.29	6.25		14	16	
8	0.00	*		69.23	*		30.77	*		13	*	
All Grades	3.70	7.69		74.07	88.46		22.22	3.85		27	26	

Conclusions based on this data:

- 77% of students taking the ELPAC scored a 3 or 4 and 23% of students taking the ELPAC scored a 1 or 2.
- The Speaking domain is the area where most students are demonstrating strength on the subtest, with 61.54% of students scoring at the well developed level.
- The Reading domain is the area where most students are struggling on the subtest, with 30.77% of students scoring at the beginning level.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
501	47.1	8.2	1.0
Total Number of Students enrolled in Petaluma Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	8.2
Foster Youth	5	1.0
Homeless	2	0.4
Socioeconomically Disadvantaged	236	47.1
Students with Disabilities	95	19.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	2	0.4
Asian	6	1.2
Filipino	1	0.2
Hispanic	169	33.7
Two or More Races	34	6.8
Pacific Islander	3	0.6
White	279	55.7

Conclusions based on this data:

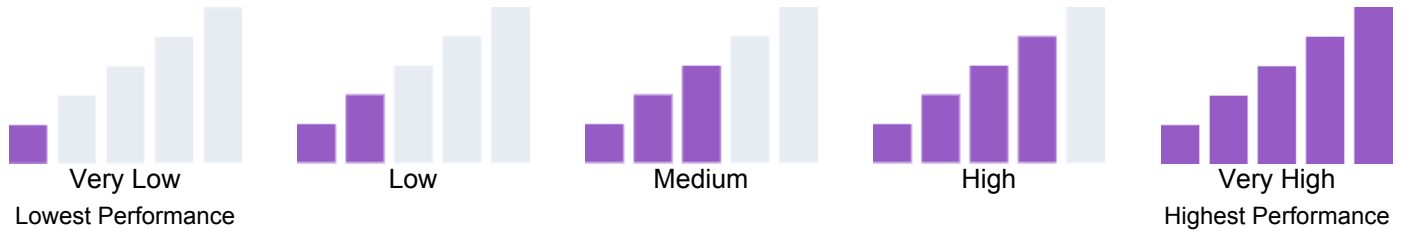
1. Our total population of students includes 19% students identified with disabilities, which is a 1% increase from the previous year.
2. White students make up the large majority of the overall student population at 53.5%, which is a 2.2% increase from the previous year.
3. Hispanic students make up the second largest sub group of the student population at 33%, which is a 2.6% decrease from the previous year.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Medium	Graduation Rate n/a	Suspension Rate Medium
Mathematics Low	Chronic Absenteeism Very High	
English Learner Progress No Performance Level		
College/Career n/a		

Conclusions based on this data:

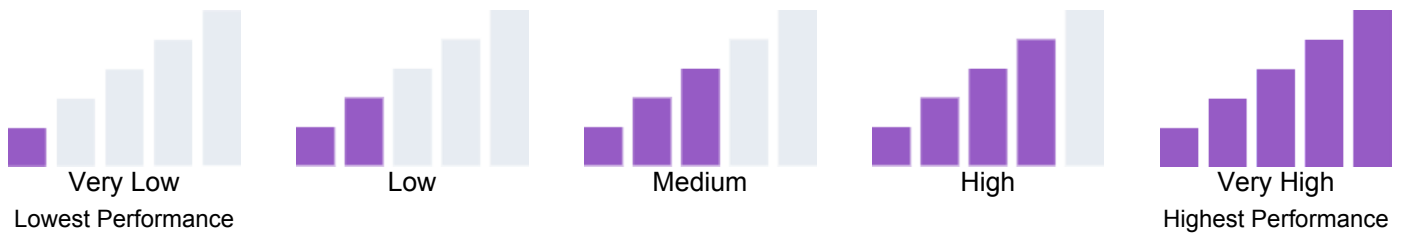
1. Chronic absenteeism (academic engagement) and student suspension rates (conditions & climate) are areas that need to be improved.
2. Mathematics overall performance continues to be an area that needs to be improved.
3. English learner progress is successful, with 72% of ELs progressing at least one ELPI level.

School and Student Performance Data

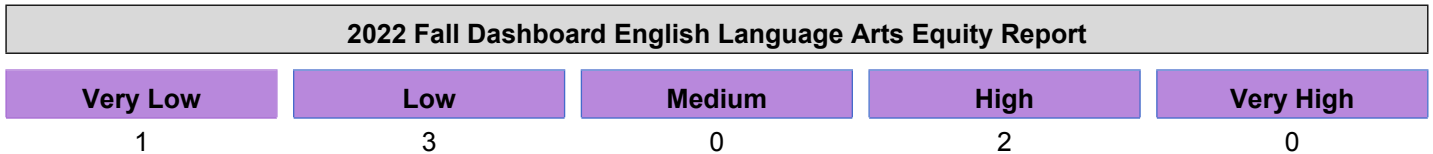
Academic Performance English Language Arts

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

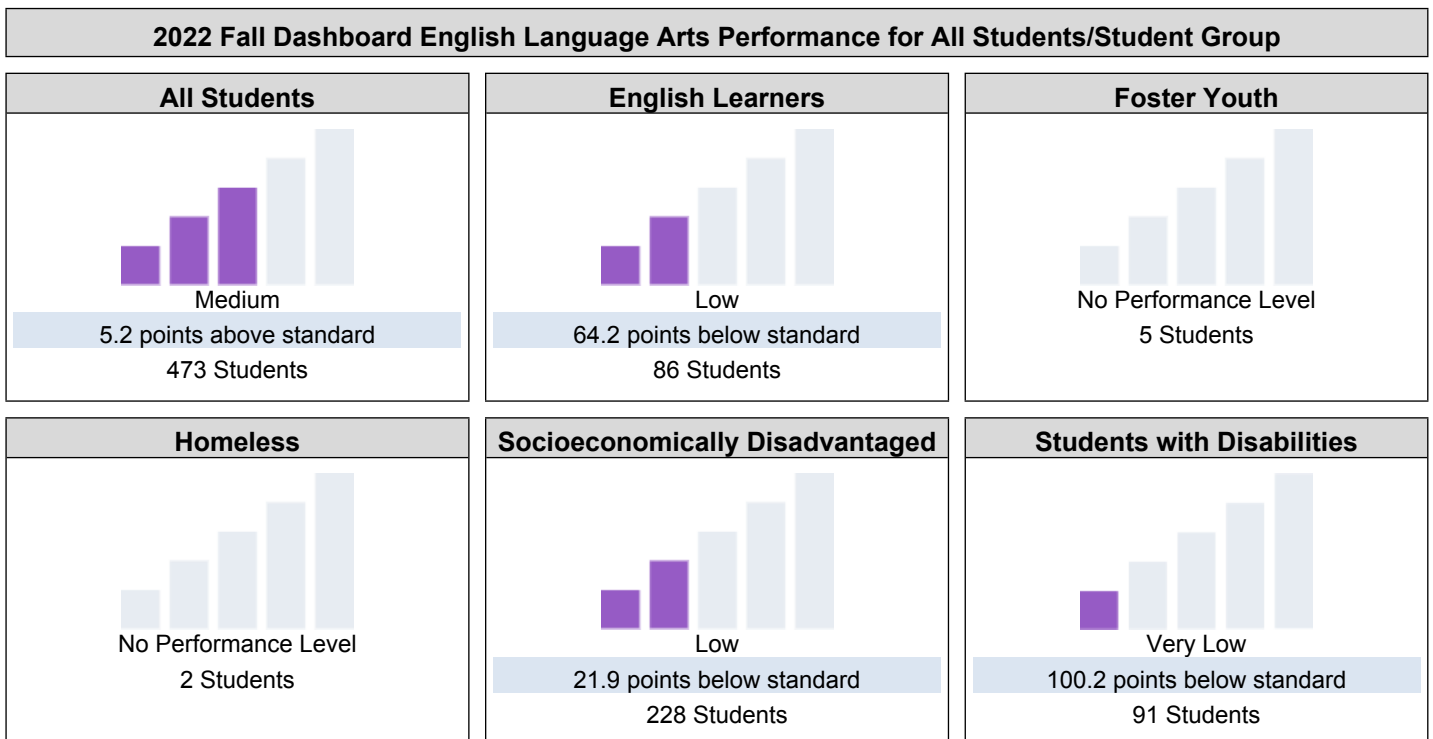
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



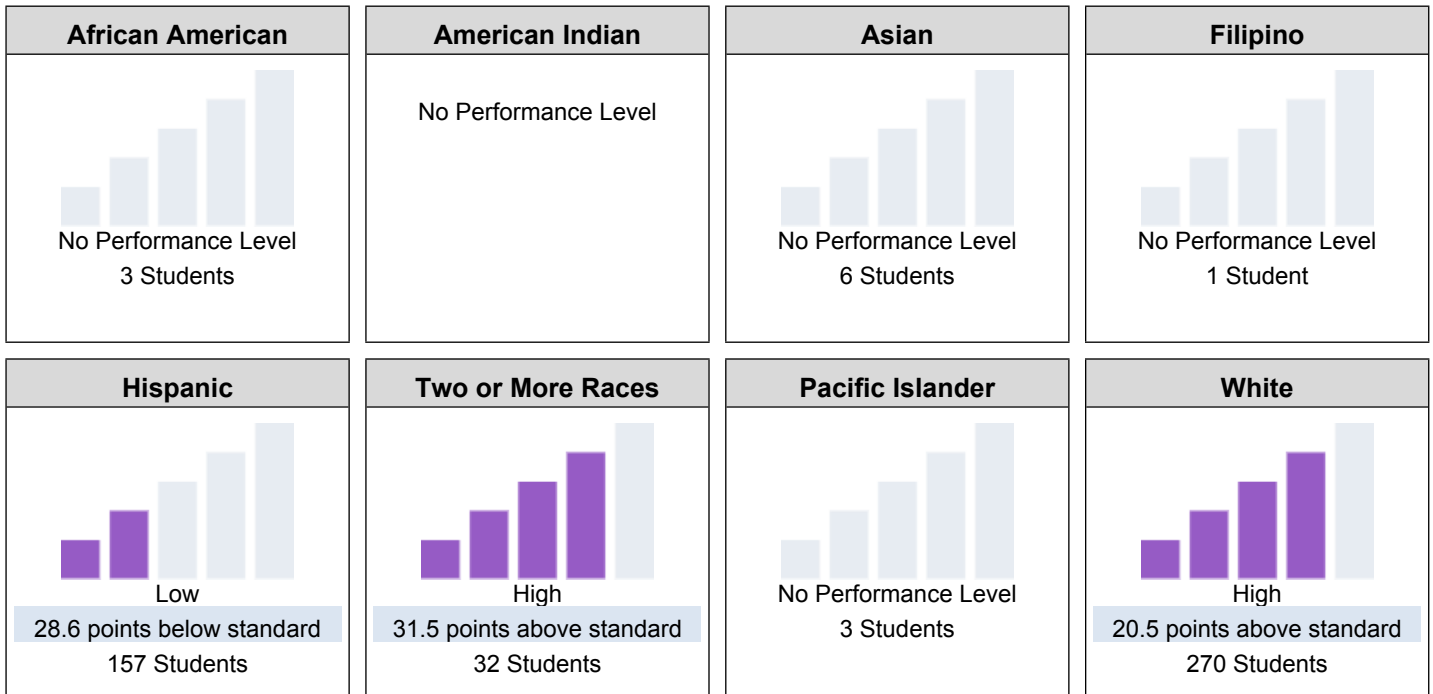
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">101.0 points below standard</p> <p>25 Students</p>	<p style="background-color: #e6f2ff;">49.1 points below standard</p> <p>61 Students</p>	<p style="background-color: #e6f2ff;">18.7 points above standard</p> <p>355 Students</p>

Conclusions based on this data:

1. A subgroup that struggled significantly is Students with Disabilities. This group was 100.2 points below standard in ELA.
2. Another subgroup that struggled significantly is English Learners. This group was 64.2 points below standard in ELA.
3. Our Reclassified English Learners are 49.1 points below standard, whereas our English Only students are 18.7 points above standard in ELA.

School and Student Performance Data

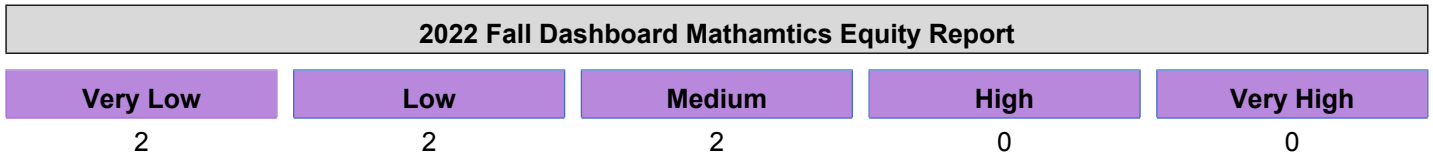
Academic Performance Mathematics

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

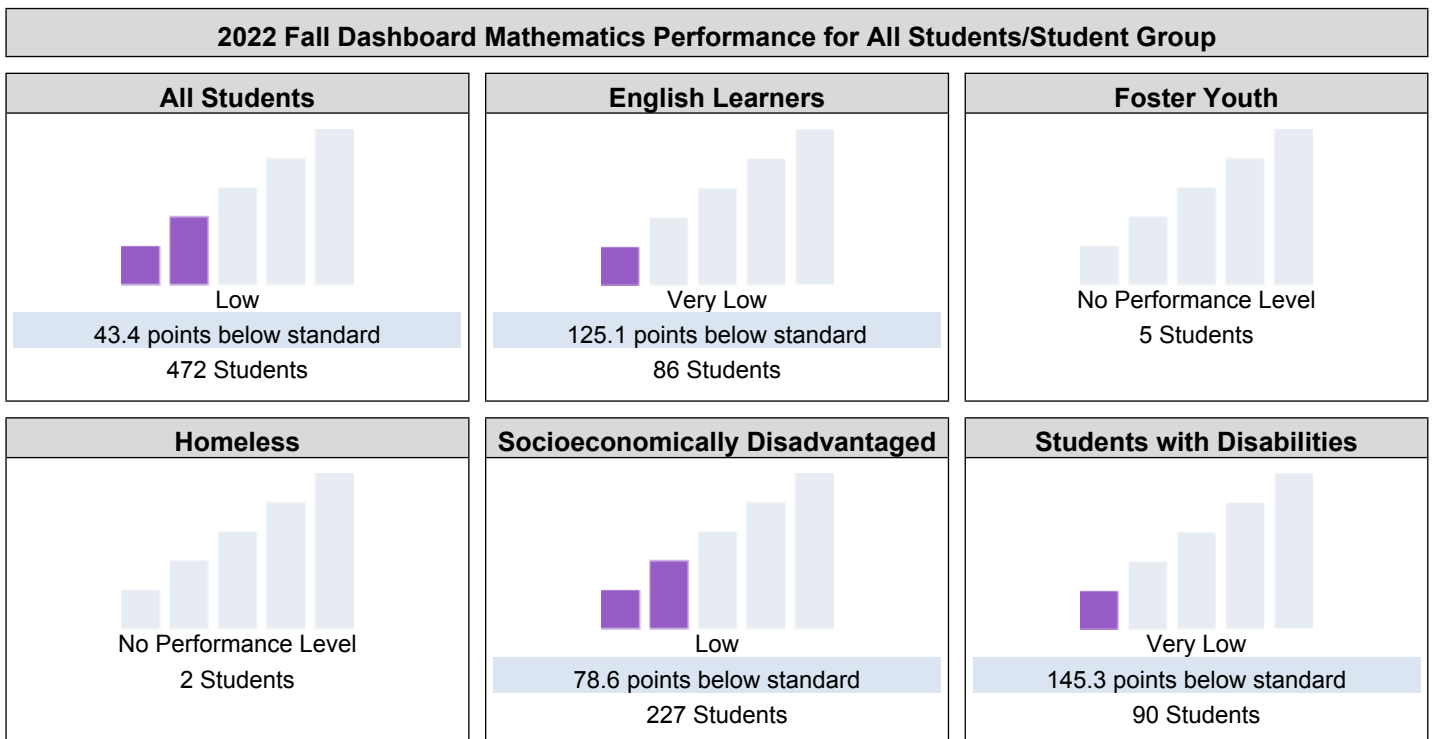
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



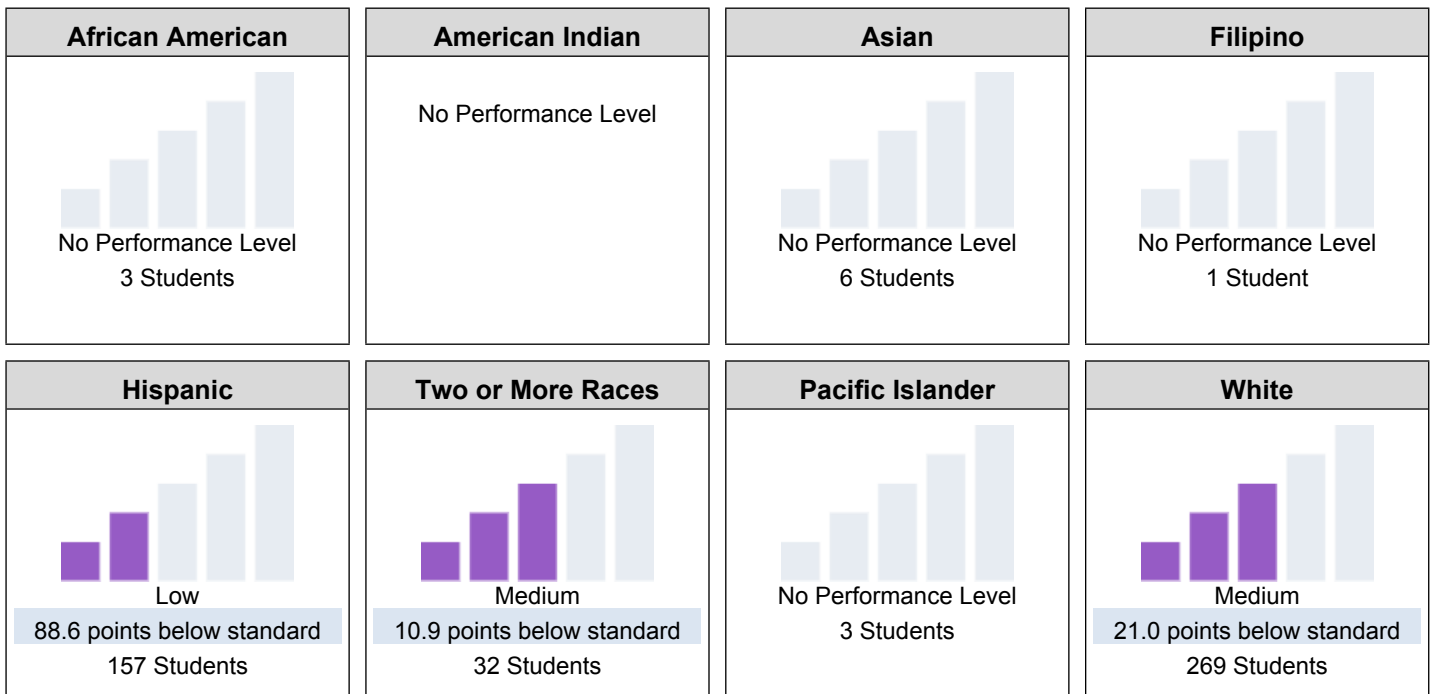
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="text-align: center;">168.8 points below standard 25 Students</p>	<p style="text-align: center;">107.1 points below standard 61 Students</p>	<p style="text-align: center;">24.4 points below standard 354 Students</p>

Conclusions based on this data:

1. A subgroup that struggled significantly is Students with Disabilities. This group was 145.3 points below standard in Math.
2. Another subgroup that struggled significantly is English Learners. This group was 125.1 points below standard in Math
3. Our Reclassified English Learners are 107.1 points below standard, whereas our English Only students are 24.4 points below standard in Math.

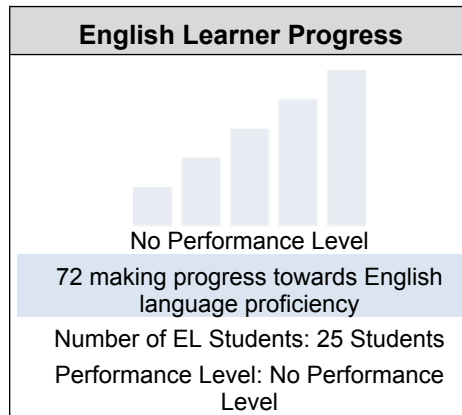
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.0%	16.0%	0.0%	72.0%

Conclusions based on this data:

1. Three-fourths of our EL students progressed at least one English Learner Progress Indicator (ELPI) Level.
2. 88% of our EL students maintained or progressed in English Learner Progress Indicator (ELPI) Level.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

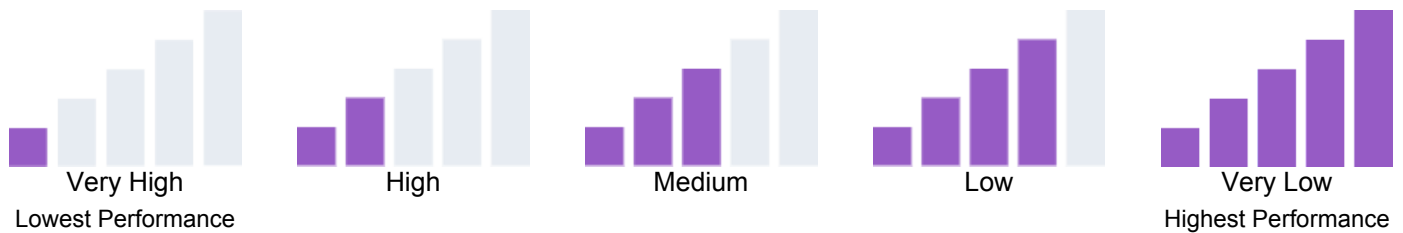
1. n/a

School and Student Performance Data

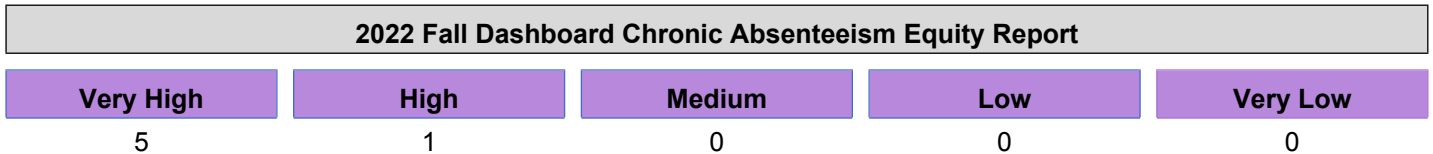
Academic Engagement Chronic Absenteeism

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

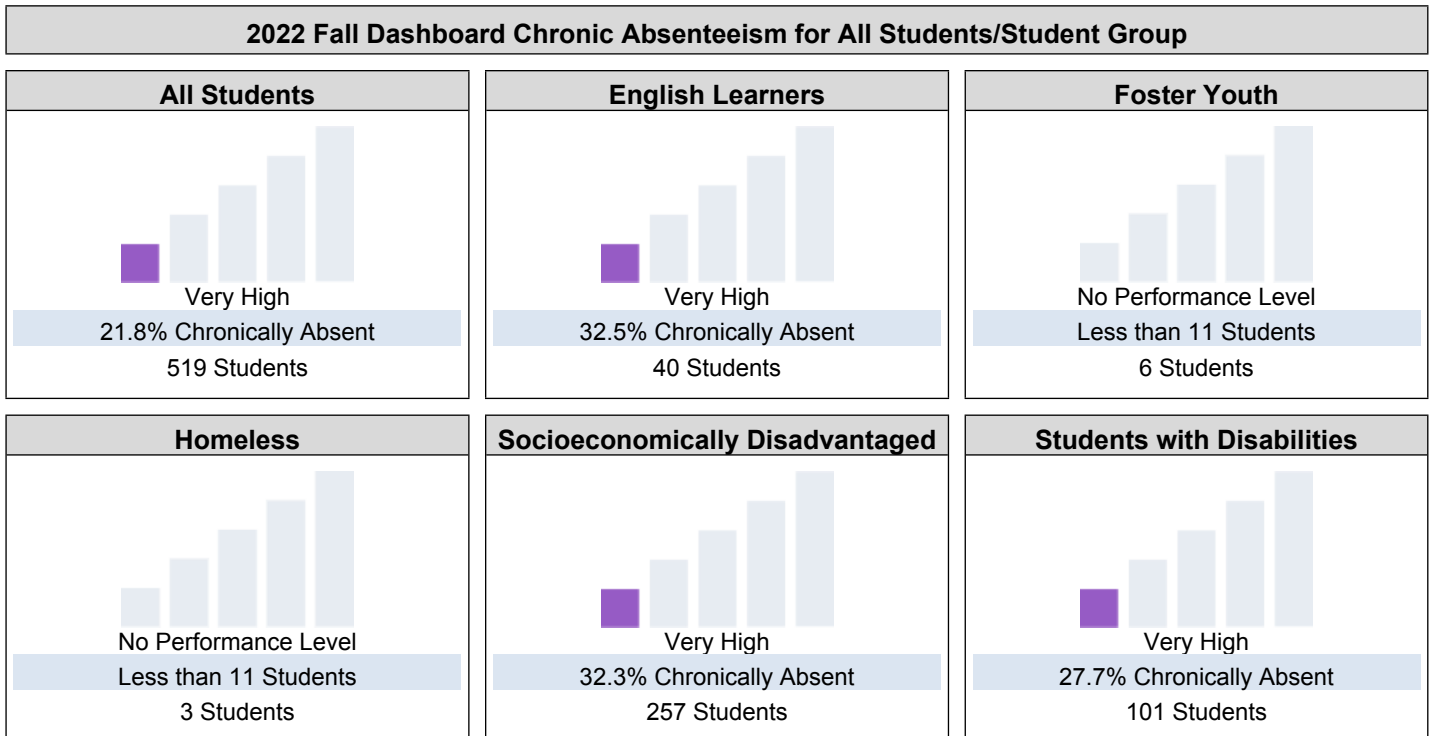
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



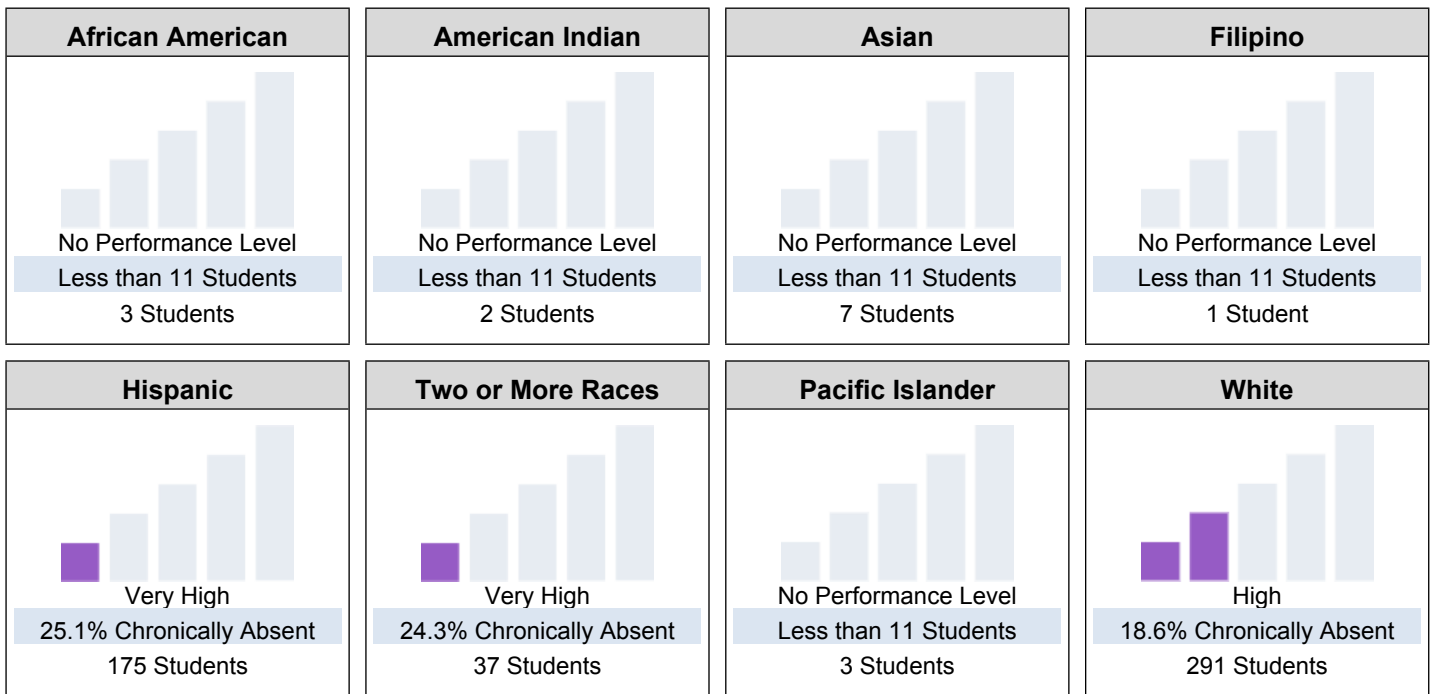
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Socioeconomically Disadvantaged is the subgroup with the second highest percentage of chronically absent students, at 32.3%.
2. English Learners is the subgroup with the highest percentage of chronically absent students, at 32.5%.
3. Socioeconomically Disadvantaged is the subgroup with the second highest percentage of chronically absent students, at 32.3%.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
n/a		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

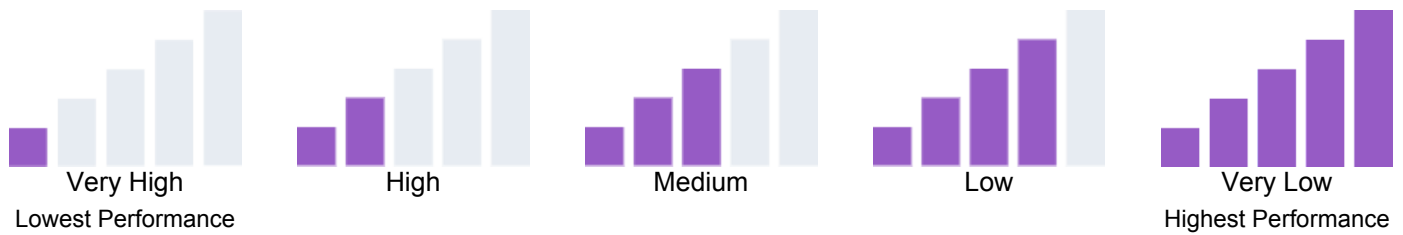
- 1.

School and Student Performance Data

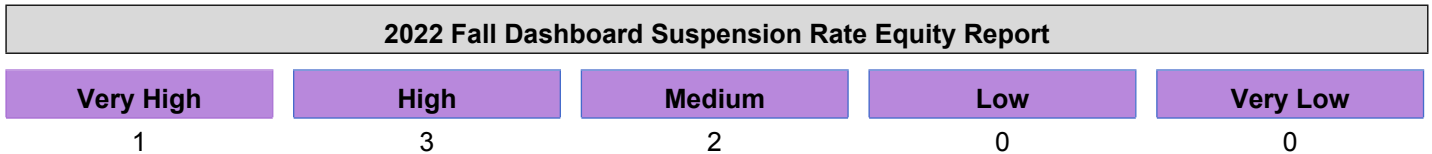
Conditions & Climate Suspension Rate

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

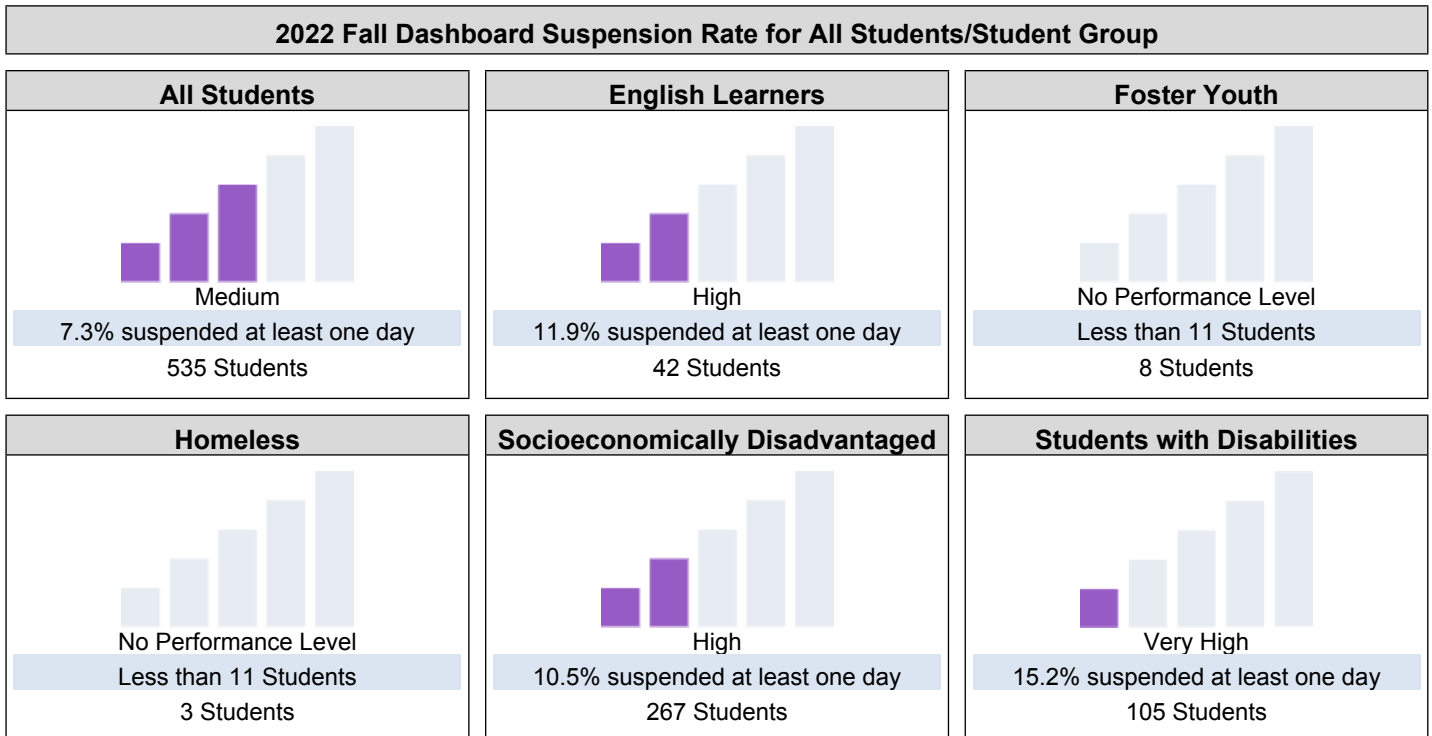
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



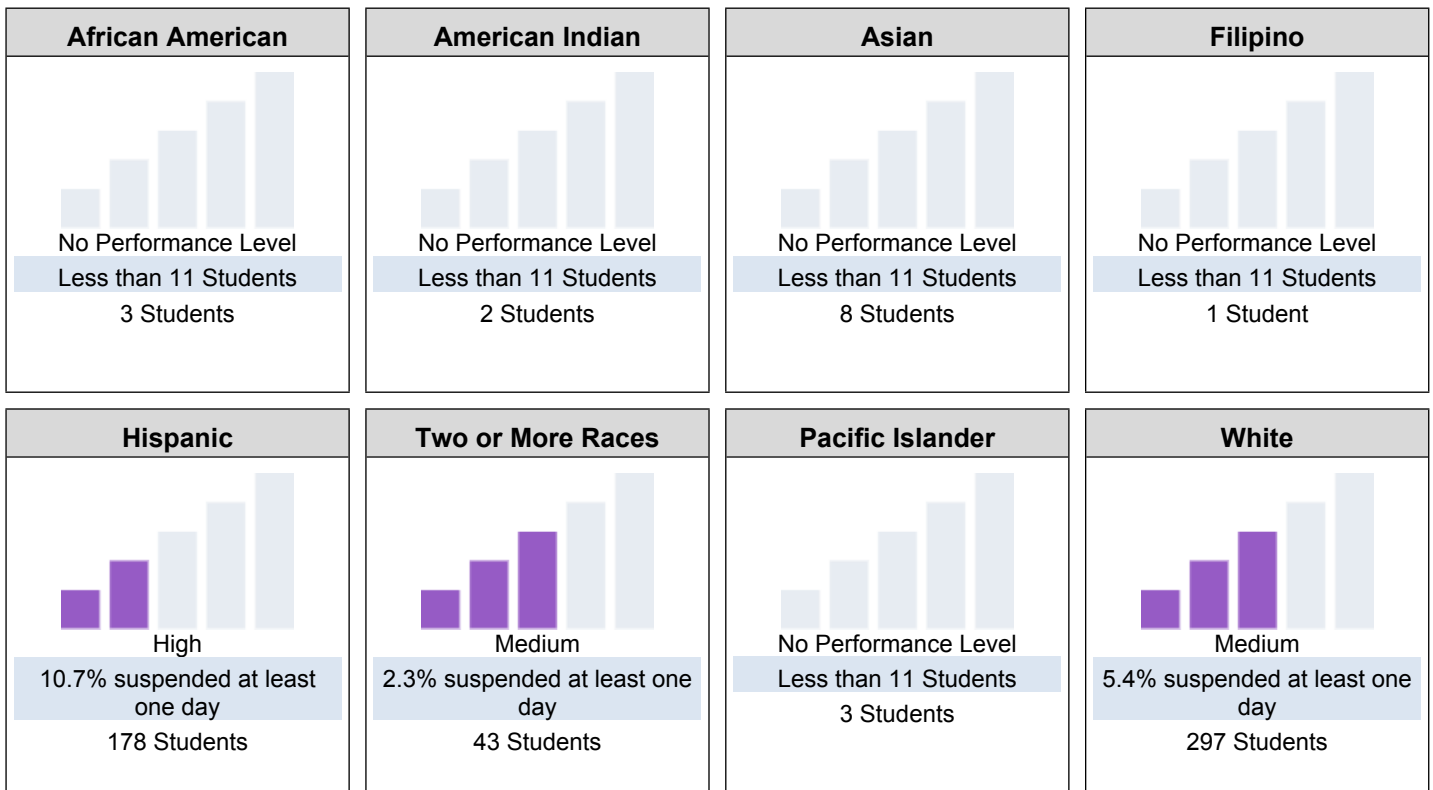
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our largest group by race/ethnicity, White, has a Medium suspension rate, with 5.4% suspended at least one day, whereas our second largest group by race/ethnicity, Hispanic, has a High suspension rate with 10.7% of students suspended at least one day. Hispanic students also have a High chronic absenteeism rate.
2. Our Students with Disabilities, who make up 19% of our total enrollment, have a Very High suspension rate, with 15.2% of students suspended at least one day. They also have a Very High chronic absenteeism rate.
3. Our English Learners, who make up only 8.9% of our total enrollment, have a High suspension rate, with 11.9% of students suspended at least one day. They also have a Very High chronic absenteeism rate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal 1: All student scholars will experience an excellent, diverse, equitable and inclusive education.

Goal 1

School Goal 1: All student scholars will experience an excellent, diverse, equitable and inclusive education.

Identified Need

There are large gaps between outcomes for student groups which ultimately results in disproportionate access to grade level content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: ELA	<p>White students scored 20.5 points above standard.</p> <p>Hispanic students scored 28.6 points below standard.</p> <p>Socioeconomically disadvantaged students scored 21.9 points below standard.</p>	<p>By June 2024, White students remain steady or increase scores above standard.</p> <p>By June 2024, Hispanic students increase scores by 20 points, to 8.6 points below standard.</p> <p>By June 2024, Socioeconomically disadvantaged students increase scores by 20 points, to 1.9 points below standard.</p>
CA School Dashboard: Math	<p>White students scored 20.1 points below standard.</p> <p>Hispanic students scored 88.6 points below standard.</p> <p>Socioeconomically disadvantaged students scored 78.6 points below standard.</p>	<p>By June 2024, White students increase scores by 10 points, to 10.1 points below standard.</p> <p>By June 2024, Hispanic students increase scores by 20 points, to 68 points below standard.</p> <p>By June 2024, Socioeconomically disadvantaged students increase scores by 20 points, to 58 points below standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Targeting Diversity, Equity and Inclusion	Professional development opportunities for teachers focused on equity/anti-bias training, classroom circles, and Universal Design for Learning: 3 sessions in 22/23 (August, February PD Days).	An increase in professional development opportunities for teachers focused on equity/anti-bias training, classroom circles and Universal Design for Learning: 6 or more sessions in 23/24.
Relevant and Engaging Curriculum Selections	History pilot curriculum will be diverse, equitable and inclusive. English curriculum will be diverse: StudySync selections and core novels.	New history curriculum will be diverse, equitable and inclusive. English curriculum will remain diverse: StudySync selections and core novels.
YouthTruth Student Survey	Student Survey - Culture: "Adults from my School Treat Students with Respect," Score 62% Positive Student Survey - Relationships: "How many of your teachers are not just satisfied if you pass, they care if you're really learning?," Score 41% Positive Student Survey - Academic Challenge: "The work that I do for my classes makes me really think," Score 47% Positive	By June 2024, Student Survey - Culture: "Adults from my School Treat Students with Respect," Score increase of 10% to 72% Positive By June 2024, Student Survey - Relationships: "How many of your teachers are not just satisfied if you pass, they care if you're really learning?," Score increase of 10% to 51% Positive By June 2024, Student Survey - Academic Challenge: "The work that I do for my classes makes me really think," Score increase of 10% to 57% Positive

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Be Bantam School Climate Committee will lead staff in implementing Positive Behavioral Intervention Systems (PBIS) school-wide, in order to establish Tier 1 behavioral supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site administration will use SWIS referral reporting system to track trends in student behavior in order to make data-informed decisions when addressing school climate and culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continued training for all staff in equity/anti-bias, PBIS and Restorative Practices, with an increased emphasis on classroom circles, in order to foster a healthy, safe and welcoming environment and to promote equitable and inclusive interactions among students and between students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partner with ReLeaf Petaluma through the Cool Green Schools Project and Green School Yards Cal Fire Grant to install an abundance of shade and green infrastructure on campus and create a welcoming environment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Other Grants

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Analysis of the 2023-24 goal will occur during the 2023-24 update cycle.

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

None.

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.

In the 23/24 school year, SWIS will be utilized frequently with reports to be generated and analyzed to prepare for monthly staff meetings. Results from these efforts will help determine activities related to this goal in the 24/25 SPSA. In the 23/24 school year, the Be Bantam Climate Committee will increase its efforts to promote Tier 1 behavioral supports for students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal 2: All student scholars will have rich academic options that meet their unique needs.

Goal 2

School Goal 2: All student scholars will have rich academic options to meet their unique needs.

Identified Need

There are large gaps between outcomes for student groups which ultimately results in disproportionate access to grade level content. Due to student needs (e.g. Students with Disabilities and English Learners), not all students have equal access to relevant, rigorous and engaging course options at PJHS. Not all electives options prepare students for the range of electives courses at PHS.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA	<p>English Only students are 18.7 points above standard (355 students tested).</p> <p>Reclassified English Learners are 49.1 points below standard (61 students tested).</p> <p>English Learners are 101 points below standard (25 students tested).</p>	<p>By June 2024, English Only students maintain or increase their scores.</p> <p>By June 2024, reclassified English learners increase scores by 10 points, to 39.1 points below standard.</p> <p>By June 2024, English Learners increase scores by 10 points, to 91 points below standard.</p>
CA Dashboard: Math	<p>English Only students are 24.4 points below standard (354 students tested).</p> <p>Reclassified English Learners are 107.1 points below standard (61 students tested).</p>	<p>By June 2024, English only student increase scores by 10 points, to 14.4 points below standard.</p> <p>By June 2024, Reclassified English Learners increase scores by 10 points, 97.1 points below standard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners are 168.8 points below standard (25 students tested).	By June 2024, English Learners increase scores by 10 points, to 158.8 points below standard.
Elective Course Enrollment for English Learners	In 22/23, 5% of ELs are enrolled in elective courses (6 out of 30).	By 24/25, 100% of ELs are enrolled in elective courses.
English Learner ELPI Level	In 22/23, 12% of ELs decreased at least one ELPI level. 16% maintained ELPI level. 72% progressed at least 1 ELPI level.	By June 2024, 75% of ELs will progress at least 1 ELPI level (an increase of 3%).
Tier 2 Academic Supports	Initial SSTs are scheduled once teachers have identified that a student is struggling in multiple subjects. Follow up SSTs are scheduled infrequently.	During 23/24 school year, SSTs will be scheduled on a routine basis as determined by progress report results (e.g. D and F lists).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Priority to ELs and SWDs

Strategy/Activity

Zero period PE class will support students that would like to take an additional elective. Priority will go to English learners and students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18000

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier 1 Support: After school tutoring will be provided on Wednesday afternoons for ELs. Tier 2 Support: SSTs will be scheduled routinely, as determined by progress report results. Student Study Teams (SSTs) will be effective in supporting struggling students, with collaboration existing between site admin, academic counselor, and school psychologist to determine when increased services (504 or special education assessment) are required.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Expand elective course options for 23/24 to include Introduction to Digital Media and Agriculture Basics to provide more variety for students and to better align with elective options in high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Measure K

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

To increase EL progress towards English language proficiency, all teachers will receive training on integrated ELD strategies and will use these strategies in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students and Students with Disabilities

Strategy/Activity

23/24, a Schedule Committee will be formed to analyze new schedules for the 24/25 school year that create more opportunities for course options for English Learners and Special Education Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students, All Students

Strategy/Activity

Students will be provided with enrichment opportunities such as our English Learner annual field trip to Santa Rosa Junior College's Petaluma campus and our seventh grade science classes' visit to the STRAW Restoration Habitat at Lazy R Ranch.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

320

Supplemental

940

Donations

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

After school academic support will be offered for English Learners on Wednesdays from bilingual instructional aides.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Analysis of the 2023-24 goal will occur during the 2023-24 update cycle.

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

None.

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

We plan to create more opportunities for vertical articulation and to collaborate with PHS in the 23/24 school year through better use of PLN time, which will increase the quality of our course options so students are better prepared for high school coursework.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal 3: All student scholars and families will be engaged in their learning community.

Goal 3

School Goal 3: All student scholars and families will be engaged in their safe and welcoming learning community.

Identified Need

Chronic absenteeism is very high for all students. Suspension rates are high for English Learners and socioeconomically disadvantaged students and very high for students with disabilities. Students need increased access to social-emotional supports to be in school due to rise in anxiety and mental health concerns, resulting for some in school avoidance. Bilingual social-emotional support is only provided on campus by bilingual support staff, who are not trained in supporting social-emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counseling Services for All Students	In 22/23, students have access to academic counselor, LMFT, AMFT, school psychologist, ERMHS counselor and student advisor. 40 students served in 22/23 with individual LMFT counseling services.	During 23/24, increase in access to LMFT services for students, with an increase of one LMFT and three MFT trainees. The MFT trainees are also trained in art therapy and LPCC. Development of PJHS Wellness Center to provide Tier 1 social-emotional support for all students.
CA Dashboard: Chronic Absenteeism	All reported students groups have a very high chronic absenteeism rate, with an overall chronic absenteeism rate of 21.8%.	By June 2024, decrease in overall chronic absenteeism rate by 4% to 18%.
CA Dashboard: Suspension Rate	Overall suspension rate of 7.3% (Medium). Students with Disabilities, who make up 19% of our total enrollment, have a Very High suspension rate (15.2%). English Learners, who make up only 8.9% of our total	By June 2024, decrease in overall suspension rate by 2% to 5%. By June 2024, decrease in suspension rate for SWD by 3% to 12%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	enrollment, have a High suspension rate (11.9%).	By June 2024, decrease in suspension rate for English Learners by 5% to 7%.
Parent Engagement Opportunities: PTSA, ELAC, Back to School Night and Open House; SSTs, 504s, IEPs	<p>PTSA meetings are sparsely attended with about 4-5 parents each meeting.</p> <p>ELAC meetings have about 8-10 parents at each meeting.</p> <p>There is no overlap between PTSA and ELAC parent involvement.</p> <p>Back to School Night is moderately attended with about 200 families attending.</p> <p>Open house is moderately with about 200 current and incoming parents attending.</p>	<p>Increase in PTSA participation of 8-10 parents attending each meeting.</p> <p>Steady attendance in ELAC meetings of 8-10 parents.</p> <p>Increase overlap between PTSA and ELAC parent involvement so that 2-3 ELAC parents attend PTSA meetings.</p> <p>Increase Back to School Night attendance to 60% of families attending.</p> <p>Increase Open House attendance to 60% of families attending.</p>
ParentSquare Communication Tool for Families	<p>79% of teachers (19/24) use ParentSquare as a communication tool for families (class posts & private messaging).</p> <p>71% of families open weekly Bantam Newsletter. (taken from averaging PS "Viewed" statistics from newsletters sent on 8/22/22, 12/19/22 and 5/8/23)</p>	<p>100% of teachers use ParentSquare as a communication tool for families (class posts & private messaging).</p> <p>80% of families open weekly Bantam Newsletter.</p>
YouthTruth Student Survey	<p>Student Survey - Relationships: "How many of your teachers try to understand what your life is like outside of school?," Score 20% positive</p> <p>Student Survey - Relationships: "How many of</p>	<p>By June 2024, Student Survey - Relationships: "How many of your teachers try to understand what your life is like outside of school?," Score increase of 10% to 30% positive</p> <p>By June 2024, Student Survey - Relationships: "How many of</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>your teachers connect what you're learning in class with your life outside of school?," Score 26% positive</p> <p>Student Survey - Relationships: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.," Score 40% positive</p>	<p>your teachers connect what you're learning in class with your life outside of school?," Score increase of 10% to 36% positive</p> <p>By June 2024, Student Survey - Relationships: "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it.," Score increase of 10% to 50% positive</p>
YouthTruth Family Survey	<p>Family Survey - Engagement: "I feel engaged with my school," Score 31% Positive</p> <p>Family Survey - Engagement: "I feel empowered to play a meaningful role in decision-making at my school," Score 27% Positive</p>	<p>By June 2024, Family Survey - Engagement: "I feel engaged with my school," Score increase of 10% to 41% Positive</p> <p>By June 2024, Family Survey - Engagement: "I feel empowered to play a meaningful role in decision-making at my school," Score increase of 10% to 37% Positive</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will have access to individual, group counseling and drop in services through our academic counselor, MFT staff, student advisor, bilingual support staff and school Wellness Center, as well as from partner organizations such as Mentor Me and YouThrive. In 22/23, the Wellness Center will be opened for referred students and in 23/24, it will expand to offer drop-in services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Keep families apprised of attendance concerns by: regularly sending revised truancy letters (which promote collaboration between school and families) and holding SART meetings to address chronically absent students in order to collaborate with families to come up with solutions to improve attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Be Bantam School Climate Committee will take the lead on implementing Positive Behavioral Intervention Systems (PBIS) school-wide in order to establish Tier 1 behavioral supports for students to prevent behaviors leading to suspension and to promote positive interactions between students and staff. Professional Development trainings offered to BBCC at start of school year, with additional monthly meetings establish throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize restorative practices following behavioral infractions, including: a revised referral form, which includes restorative questions for students; a restorative reentry meeting following suspension; and follow up access to student advisor and counseling services in order to promote other means of correction in lieu of exclusionary consequences and to decrease reoccurrence of behavioral infractions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote opportunities for parent engagement through all campus events such as Back to School Night and Open House; monthly Bantam Tours for prospective families; routine PTSA and ELAC meetings; SST, 504 and IEP meetings; and introduce quarterly Coffee with the Principal meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teaching staff will use ParentSquare as the primary communication tool between school and community. Administration will use ParentSquare to send out weekly Bantam Newsletters to the school community. Provide training opportunities for teachers to increase ParentSquare effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

For 23/24 school year, PTSA will purchase 3-assembly package from Top Youth Speakers to address: Anti Bullying, Vaping Prevention, and Social Media Safety Awareness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5400

Source(s)

Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Analysis of the 2023-24 goal will occur during the 2023-24 update cycle.

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

None

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.

None.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal 4: Our district will enhance the long-term sustainability of our organization, infrastructure, and operations.

Goal 4

School Goal 4: All student scholars will have access to updated and relevant learning environments, and tools and curriculum within these environments, that prepares them to enter high school with a path to be college and career ready.

Identified Need

Significant progress has already been made to address this goal in recent years' work. The metrics described below are to ensure that the progress we have made in these priority areas will be evaluated and maintained on a regular basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Opportunities for Teachers	<p>Professional development offered in Fall 2022 for 50% of STEM teachers.</p> <p>Three PCS professional development days in 22/23 address UDL, equity/anti-bias training and integrated/designated ELD.</p> <p>Professional development offered in June 2023 for new Agriculture Basics program.</p>	<p>In the 23/24 school year, 100% of STEM teachers receive content-specific PD.</p> <p>In the 23/24 school year, 100% of teaching staff will receive ongoing training in UDL, equity/anti-bias and integrated and/or designated ELD.</p> <p>Agriculture Basics teacher receives professional development at start of 23/24 school year to develop new program.</p>
Student Technology Access	100% of students have access to working, 1:1 Chromebooks.	In the 23/24 school year, 100% of students will have access to working, 1:1 Chromebooks.
Classroom Technology Access	All classrooms (including library, gym and multipurpose room) will have maintained, up-to-date technology: Apple TVs, Elmos, HDMI cords, etc. and extra Chromebook chargers.	In the 23/24 school year, all classrooms (including library, gym and multipurpose room) will continue to have maintained, up-to-date technology: Apple TVs, Elmos, HDMI cords, etc. and extra Chromebook chargers.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Relevant and Up-to-Date Curriculum	<p>All classrooms have the relevant and up-to-date curriculum needed for their subject.</p> <p>Teachers will be trained in how to maximize use of all new curriculum.</p>	<p>In the 23/24 school year, all classrooms will continue to have the appropriate, up-to-date curriculum needed for their subject.</p> <p>History textbook adoption implemented in 23/24 school year.</p> <p>History teachers receive PD training on new textbook adoption.</p> <p>Onboarding of new teachers includes training in new curriculum (e.g. StudySync, TCI, CPM).</p>
Classroom Supplies and Materials	All students have access to the supplies and materials needed in the classroom.	In the 23/24 school year, supplies and materials will be purchased for classrooms as needed.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

All students receive a Chromebook for the 23/24 school year and have tech tickets processed in a timely manner to address device malfunctions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Curriculum will be up-to-date for all subjects. This includes new curriculum adopted for History, as well as the purchase of supplementary curriculum to support, specifically, students with disabilities and English Learners (BrainPop, NewsELA, NoRedInk and Membean).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2595	Measure K
12030	Supplemental
	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers participate in professional development opportunities to ensure curriculum and pedagogy is current, relevant, and meets the needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students have access to the supplies and tools needed in each classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9750	Discretionary
2300	Donations
190	Lottery: Instructional Materials
530	Other Grants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PJHS staff will be supported in educational technology through a Site Technology Leader.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,160	Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All classrooms (including library, gym and multipurpose room) will continue to have maintained, up-to-date technology: Apple TVs, Elmos, HDMI cords, etc. and extra Chromebook chargers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3130	Measure K

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Analysis of the 2023-24 goal will occur during the 2023-24 update cycle.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

District LCAP Goal 5: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -91.5 to -61.5 in ELA and -132.3 to -102.3 in mathematics.

Goal 5

School Goal 5: By June 2027, Students with Disabilities will improve in English Language Arts (ELA) and mathematics by at least 30 points, moving from -100.2 to -70.2 in ELA and -145.3 to -115.3 in mathematics.

Identified Need

Per the CA Dashboard, ELA and Math scores for students with disabilities both fall in the Very Low category. To address this, all students with disabilities will have access to rigorous, relevant and engaging ELA and Math courses that result in an increase in ELA and Math scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA scores for Students with Disabilities	ELA scores for Students with Disabilities are -100.2 points below (2021/22 data).	100% of students will have a school issued ChromeBook.
CA Dashboard Math scores for Students with Disabilities	Math scores for Students with Disabilities are -145.3 points below standard (2021/22 data).	All classrooms will be updated with 21st century technology.
YouthTruth Student Survey	<p>Student Survey - Academic Challenge: "My teachers explain things in a way that I understand," Score 39% positive for students with disabilities, compared to a score of 61% positive for general education peers (difference of 22%).</p> <p>Student Survey - Relationships: "How many of your teachers are not just satisfied if you pass, they care if you're really learning?," Score 33% positive for students with disabilities, compared to a score of 45% positive for general education peers (difference of 12%).</p>	<p>By June 2024, Student Survey - Academic Challenge: "My teachers explain things in a way that I understand" increase score by 10% to 49% positive for students with disabilities, thereby closing the gap between students with disabilities and general education peers.</p> <p>By June 2024, Student Survey - Relationships: "How many of your teachers are not just satisfied if you pass, they care if you're really learning?," increase score by 10% to 43% positive for students with disabilities, thereby closing the gap between students with disabilities and general education peers</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Staff Survey	Staff Survey - Professional Development and Support: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs," Score 18% positive.	By June 2024, Staff Survey - Professional Development and Support: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs," score increase of 10% to 28% positive.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide rigorous, relevant and engaging curriculum in ELA and Math. SDC students will utilize Everyday Math curriculum in Math and Read 180/System 44 curriculum in ELA. RSP students will utilize CPM curriculum in Math and StudySync curriculum in ELA. Supplemental ELA, math and science curriculum will be utilized for both SDC and RSP students: BrainPop, NewsELA, and NoRedInk.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1280

Source(s)

Special Education

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide training to general education and special education teachers in Universal Design for Learning to promote access for students with disabilities to rigorous, relevant and engaging learning experiences. Focus professional development, staff meetings and department meetings on UDL implementation and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Analysis of the 2023-24 goal will occur during the 2023-24 update cycle.

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

None.

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.

Per the Fall 2022 CA Dashboard, PJHS receives differentiated assistance due to Students with Disabilities falling in the Very Low category for Academic Performance (which includes both ELA and Math scores), as well as in the Very High category for Chronic Absenteeism and Suspension Rate. The 22/23 and 23/24 goal has been drafted to address this challenge.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$58,625.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
Discretionary	\$10,910.00
District Funded	\$18,000.00
Donations	\$3,240.00
Lottery: Instructional Materials	\$190.00
Measure K	\$6,725.00
Other Grants	\$530.00
Parent-Teacher Association (PTA)	\$5,400.00
Special Education	\$1,280.00
Supplemental	\$12,350.00

Subtotal of state or local funds included for this school: \$58,625.00

Total of federal, state, and/or local funds for this school: \$58,625.00

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

Name of Members	Role
Erin Dinday	Principal
Ray McClintock	Other School Staff
Carolyn Kolodin	Classroom Teacher
Stacey Brown	Other School Staff
Diva Shinzato	Parent or Community Member
Ava Shinzato	Secondary Student
Melissa Meyers	Parent or Community Member
Olivia Garzoli	Secondary Student
Lisa Manthe	Other School Staff

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:

	Principal, Erin Dinday on 5/18/23
	SSC Chairperson, Melissa Meyers on 5/18/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019