

School Year: **2023-24**



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
Durham Intermediate School	04614326105761	June 13, 2023	June 28, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

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.

Educational partners who reflect the demographic composition of the school, including those who represent the most at-risk students, are included as decision makers in a broad spectrum of school decisions, (School Site Council, PTS, LCAP Input meetings).

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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).

Parents were provided an opportunity to give input at the following:

- 1) District English Language Advisory Committee (DELAC) members were presented the draft LCAP goals to gather additional input for the needs of second language learners.
- 2) Parent members from each school site gave input during the LCAP public meeting that included brainstorming ways to improve instruction and programs for our unduplicated students.

Teachers were provided an overview of the LCAP goals during a staff meeting to gather their input and suggestions for any additions, deletions, and/or revisions.

A group of diverse students was created and presented with questions of what they like/dislike about school and asked what would make their school experience better.

The Parent Teacher Student (PTS) Group was presented the LCAP goals and actions during a meeting and the site administrator gathered additional input from those parents in attendance.

Some of the results from all the educational partners was as follows:

Make sure our curriculum is standards based.

6th Grade Teachers like Lexia and would see the appropriate time worked into the schedule.

Like to see the library continued to be open as much as it can.

SSC feels like there is too much testing.

Would like the PBIS strategies re-instated.

Participation in MTTS Grant

Would like to build a better detention system/accountability system.

Continue with and add assemblies and spirit days.

Maintain ASB and Athletic Director.

Would like to see more water fountains and/or updated

Extended placements of cameras for security purposes

Dual enrollment classes at the high school are important

Parents shared that their students like having Mister Brown come to speak to the students.

Would like to see a health/nutrition class

Classroom Observations

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

The site administrator observes classrooms on a regular basis. Teachers are placed on one of two different types of evaluations.

- 1) Formal observations are conducted for Probationary 1 and 2 teachers and those permanent employees on a full evaluation cycle.

or

2) Teachers create, implement, and reflect on a professional / self-selected growth goal.

Overall, teachers use the CA Content Standards to plan and deliver their instruction. Teachers agree that there is an increased achievement gap and increase of unwanted behaviors from students. We agree that teaching students how to be students and supporting the social emotional well being of our students is a priority as well as preparing them for High School.

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)

Results from state assessments (CAASPP), as well as local assessments from STAR, Accelerated Reading, Lexia, and NWEA/MAP assessments along with grade level and teacher made assessments are used at DIS. Teachers use the results to communicate with other teachers, students and parents, along with using them to drive their instruction, and class placements.

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

Data is analyzed during grade level collaboration and staff meetings . Teachers use both formative and/or summative assessments on a daily basis during direct instruction and peer collaboration to support their instruction. Teachers use UDL and good teaching practice strategies throughout their lessons to direct their instruction as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the staff is highly qualified.

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

100% of the staff has been provided professional development training on various assessment and instructional strategies and materials.

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

Staff development focuses good teaching practices and MTSS concepts, along with some assessment training in illuminate and correlating illuminate to CAASPP and MAP assessments.

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

Colleagues meet weekly during grade level collaboration in order to support each other. One teacher has worked with BCOE on implementing and creating universal design lessons. All staff has participated in the MTSS modules provided with BCOE support.

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

Teachers collaborate weekly on Mondays.

Teaching and Learning

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

Lessons are planned and delivered using content standard materials. Planning of lessons are based on standards, available curriculum, and teacher collected supplemental materials.

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

Grade level schedules adhere to recommended instructional minutes and teachers continue to develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

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

Each content area has developed a pacing guide to ensure sufficient time is allocated for core subjects areas.

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

100% of students have access to appropriate instructional materials.

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

The State Board of Education (SBE) recommendations are used when adopting a new curriculum.

Opportunity and Equal Educational Access

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

DIS teachers use a variety of research based pedagogical approaches in the classroom. Besides using project based learning and Universal Design Learning concepts, teachers use audiobooks, visual aides, manipulatives, collaborative learning, and a variety of computer software in order to support under performing students to meet state standards. DIS also incorporates small group instruction and academic counseling support in order to support all students. Specialists include a Resource Specialist, District Nurse, Speech/Language Pathologist, and an English Language Development teacher, and social emotional/academic counselor.

Evidence-based educational practices to raise student achievement

Site Professional Development / collaboration include:

Data analysis of NWEA/MAP assessments, Lexia assessments, STAR A/R, Illuminate concepts, Cooperative and collaborative teaching and learning, direct instruction strategies, and curriculum use (pacing guides, state standards, etc.).

DIS has implemented a MTSS group and added an intervention math elective class to support all students. Homework club is offered after school and an opportunity room in the 6th grade is offered at lunch for extra teacher support. DIS also implemented a "Power Hour" for those students with missing assignments. Power Hour is an open classroom that those students with missing assignments report to. DIS staff will continue to use research based effective educational strategies to raise student achievement.

Parental Engagement

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

Parents receive beginning of the year information from the district as well as information at Back to School Night. Parent-teacher conferences are held in September and then on an as needed basis thereafter. School Site Council, District English Language Advisory Committee, and Parent/Teacher/Student (PTS) meetings are held on a regular basis to keep parents informed. Parents Square, the Aeries communication program, is used to send home any electronic information to parents.

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

Parents are asked to participate in the planning, and evaluation of the school programs during PTS, School Site Council, DELAC, and LCAP parent advisory meetings.

Funding

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

Title 1

Fiscal support (EPC)

LCAP

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Durham Intermediate School Site Council is the primary source for input of the school SPSA. The committee will review the new SPSA goals, that will be approved in the Spring, and evaluate those goals in the following Fall at the first Site Council Meeting held of the school year. The committee will also recommend new goals within the meetings held throughout the year. Public input is encouraged and accepted at the beginning of each Site Council Meeting in which input on the SPSA would be welcomed. Parent surveys are given via the district website. The site council reviews SBAC data from the prior spring to direct their input for goals made to the current SPSA.

Resource Inequities

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

There is a need to review the district budget to determine if a reallocation of funds to further support in the Student with Disabilities, EL and Socioeconomically Disadvantaged subgroups would be fiscally possible.

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	0.4%	0.41%	0.89%	1	1	2
African American	0.8%	%	0%	2	0	0
Asian	%	0.41%	0.44%		1	1
Filipino	%	%	0%		0	0
Hispanic/Latino	22.6%	21.90%	24%	56	53	54
Pacific Islander	%	%	0%		0	0
White	69.0%	71.49%	70.67%	171	173	159
Multiple/No Response	6.9%	5.37%	3.11%	17	13	7
Total Enrollment				248	242	225

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	81	77	67
Grade 7	81	79	77
Grade 8	86	86	81
Total Enrollment	248	242	225

Conclusions based on this data:

1. In the 3 year trend, total enrollment has decreased as one of the classes is unusually smaller in number.
2. The white subgroup has been the largest numbered subgroup in the 3 year comparison.
3. The 2022-2023 school year is the lowest enrollment in the 3 year comparison due to promoting a larger class of 8th graders with a smaller group of incoming 6th graders.

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	22	23	23	8.9%	9.5%	10.2%
Fluent English Proficient (FEP)	15	17	15	6.0%	7.0%	6.7%
Reclassified Fluent English Proficient (RFEP)	1			4.5%		

Conclusions based on this data:

1. DIS did not reclassify any EL students in the 2021-22 and 2022-23 school years.
2. The number of English Learners has stayed the same in the 2021-2022 and 2022-2023 school years although the percentage of English Learner students went up because of the drop of total enrollment.
3. The number of Fluent English Proficient has decreased from the 2021-2022 to 2022-2023 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	80	74		74	71		74	71		92.5	95.9	
Grade 7	79	79		71	77		71	77		89.9	97.5	
Grade 8	83	85		75	81		75	80		90.4	95.3	
All Grades	242	238		220	229		220	228		90.9	96.2	

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 6	2519.	2541.		18.92	22.54		28.38	38.03		31.08	21.13		21.62	18.31	
Grade 7	2540.	2545.		7.04	14.29		35.21	29.87		36.62	31.17		21.13	24.68	
Grade 8	2539.	2528.		5.33	6.25		32.00	30.00		40.00	32.50		22.67	31.25	
All Grades	N/A	N/A	N/A	10.45	14.04		31.82	32.46		35.91	28.51		21.82	25.00	

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 6	24.32	15.49		55.41	64.79		20.27	19.72			
Grade 7	11.27	19.48		70.42	63.64		18.31	16.88			
Grade 8	8.00	10.00		65.33	60.00		26.67	30.00			
All Grades	14.55	14.91		63.64	62.72		21.82	22.37			

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 6	13.51	15.49		55.41	63.38		31.08	21.13	
Grade 7	21.13	19.48		56.34	51.95		22.54	28.57	
Grade 8	9.33	5.00		70.67	57.50		20.00	37.50	
All Grades	14.55	13.16		60.91	57.46		24.55	29.39	

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 6	18.92	16.90		72.97	74.65		8.11	8.45	
Grade 7	14.08	15.58		69.01	76.62		16.90	7.79	
Grade 8	5.33	13.75		85.33	71.25		9.33	15.00	
All Grades	12.73	15.35		75.91	74.12		11.36	10.53	

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 6	14.86	19.72		68.92	69.01		16.22	11.27	
Grade 7	11.27	18.18		76.06	63.64		12.68	18.18	
Grade 8	5.33	6.25		77.33	77.50		17.33	16.25	
All Grades	10.45	14.47		74.09	70.18		15.45	15.35	

Conclusions based on this data:

- Overall, the percentage of students who were standard exceeded and standard met (proficient) has increased for the 2020-2021 to the 2021-2022 school year in all grade levels.
- Overall, the percentages of students who were standard nearly met and standard met (proficient) for the 2021-2022 school year by level is as follows: 6th grade = 60.57 %, 7th grade = 44.16 %, 8th grade = 36.25%.
- In the 2021-2022 school year, the highest percentage (15.35 %) of above standard was found in the strand of listening.

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 6	80	74		74	71		74	71		92.5	95.9	
Grade 7	79	79		71	77		71	77		89.9	97.5	
Grade 8	83	85		75	81		75	81		90.4	95.3	
All Grades	242	238		220	229		220	229		90.9	96.2	

* 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 6	2516.	2542.		14.86	26.76		24.32	26.76		32.43	28.17		28.38	18.31	
Grade 7	2513.	2544.		11.27	16.88		22.54	29.87		26.76	28.57		39.44	24.68	
Grade 8	2532.	2531.		9.33	12.35		18.67	23.46		37.33	23.46		34.67	40.74	
All Grades	N/A	N/A	N/A	11.82	18.34		21.82	26.64		32.27	26.64		34.09	28.38	

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 6	13.51	18.31		51.35	60.56		35.14	21.13				
Grade 7	15.49	22.08		46.48	53.25		38.03	24.68				
Grade 8	9.33	8.64		54.67	55.56		36.00	35.80				
All Grades	12.73	16.16		50.91	56.33		36.36	27.51				

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 6	14.86	23.94		56.76	59.15		28.38	16.90	
Grade 7	9.86	14.29		59.15	61.04		30.99	24.68	
Grade 8	10.67	13.58		57.33	59.26		32.00	27.16	
All Grades	11.82	17.03		57.73	59.83		30.45	23.14	

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 6	17.57	14.08		68.92	67.61		13.51	18.31	
Grade 7	8.45	15.58		76.06	68.83		15.49	15.58	
Grade 8	12.00	12.35		68.00	59.26		20.00	28.40	
All Grades	12.73	13.97		70.91	65.07		16.36	20.96	

Conclusions based on this data:

1. Overall, in the 2021-2022 school year, the percent of students at or above standard in Mathematics is 44.98%
2. In the 2021-2022 school year, the highest percentage above standard was found in Problem Solving & Modeling/Data Analysis (17.03%)
3. In the 2021-2022 school year, the highest percentage Below Standard was found in the area of concepts & procedures (27.51%)

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
6	*	*		*	*		*	*		10	4	
7	*	*		*	*		*	*		7	9	
8	*	*		*	*		*	*		4	6	
All Grades										21	19	

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
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	42.11		38.10	26.32		19.05	26.32		9.52	5.26		21	19	

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
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	66.67	57.89		14.29	31.58		14.29	10.53		4.76	0.00		21	19	

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
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	4.76	21.05		28.57	31.58		42.86	26.32		23.81	21.05		21	19	

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
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	38.10	15.79		57.14	73.68		4.76	10.53		21	19	

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
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	76.19	78.95		19.05	21.05		4.76	0.00		21	19	

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
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	23.81	26.32		23.81	36.84		52.38	36.84		21	19	

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
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	4.76	15.79		85.71	73.68		9.52	10.53		21	19	

Conclusions based on this data:

1. The number of students participating in the ELPAC decreased by 2 students from the 2020-2021 to 2021-2022 school year.
2. The highest percentage of students in the well developed category for the 2021-2022 school year is found in the speaking domain.
3. The highest percentage of students (57.89%) for the 2021-2022 school year is found in Level 4 of Overall Language Assessment.

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
242	41.3	9.5	0.4
Total Number of Students enrolled in Durham Intermediate 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	23	9.5
Foster Youth	1	0.4
Homeless	8	3.3
Socioeconomically Disadvantaged	100	41.3
Students with Disabilities	30	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	1	0.4
Asian	1	0.4
Filipino		
Hispanic	53	21.9
Two or More Races	13	5.4
Pacific Islander		
White	173	71.5

Conclusions based on this data:

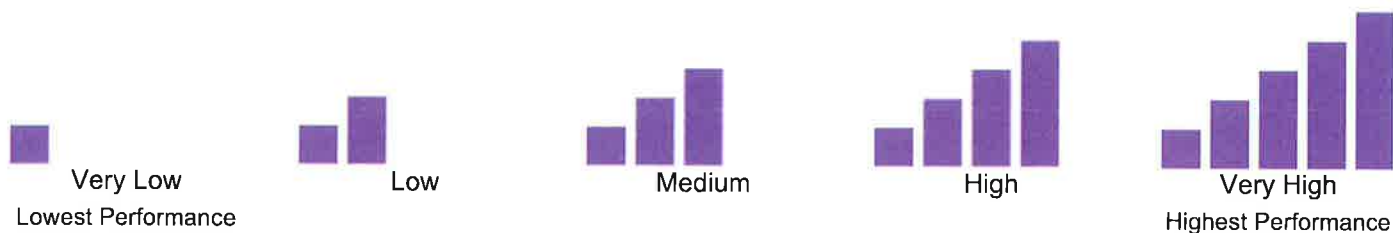
1. The largest student group at Durham Intermediate School, according to the 2021-2022 student population data, is socioeconomically disadvantaged (41.3%).
2. The largest student group by enrollment by race is the white subgroup (173 students / 71.5% of student population).
3. DIS had 9.5% of the student population as English Learners.

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 <p>Low</p>	Chronic Absenteeism <p>Very High</p>	Suspension Rate <p>Medium</p>
Mathematics <p>Low</p>		
English Learner Progress <p>No Performance Level</p>		

Conclusions based on this data:

1. According to the 2022 Fall Dashboard Overall Performance for All students data, English Language Arts and Mathematics academic performance is low.
2. According to the 2022 Fall Dashboard Overall Performance for All students data, Chronic Absenteeism is very High.

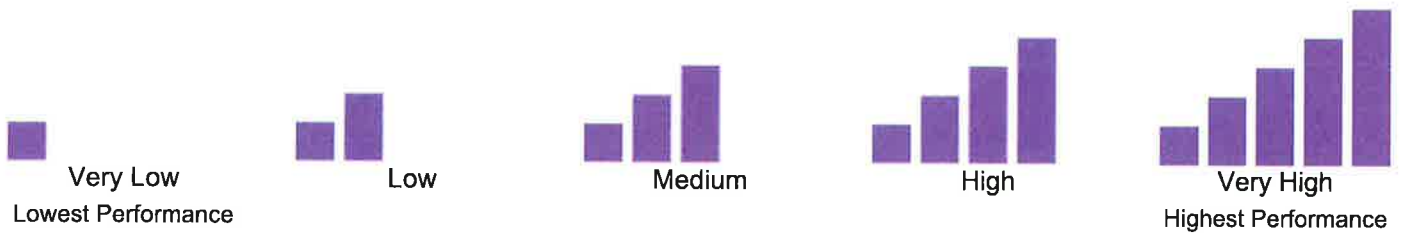
3. There is no data for English Learner Progress, College/Career Readiness, and Graduation Rate as it does not pertain to DIS at this time.

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).



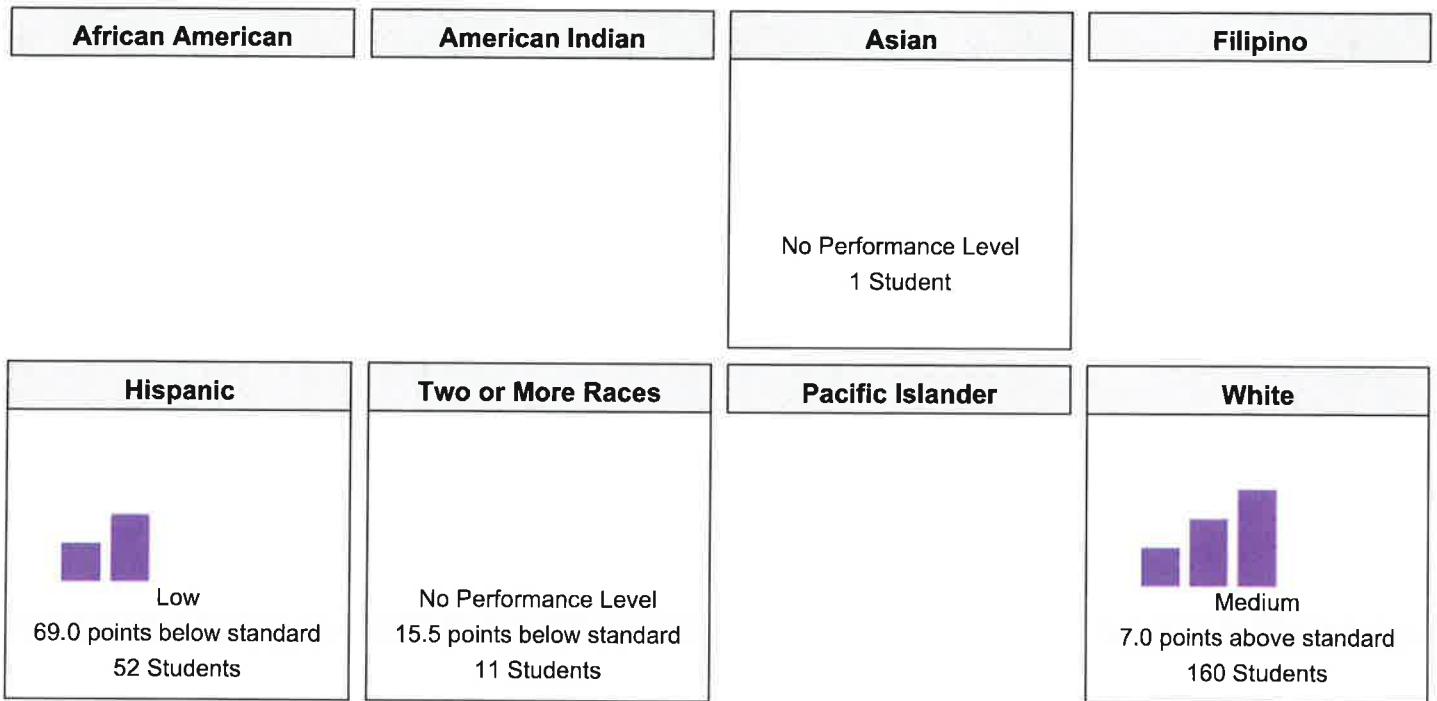
This section provides number of student groups in each level.



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 for All Students/Student Group		
<p>All Students</p> <p>Low 12.1 points below standard 225 Students</p>	<p>English Learners</p> <p>No Performance Level 92.6 points below standard 27 Students</p>	<p>Foster Youth</p> <p>No Performance Level 2 Students</p>
<p>Homeless</p> <p>No Performance Level 5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 44.3 points below standard 94 Students</p>	<p>Students with Disabilities</p> <p>Very Low 102.0 points below standard 31 Students</p>

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
125.1 points below standard 18 Students	9 Students	0.4 points above standard 186 Students

Conclusions based on this data:

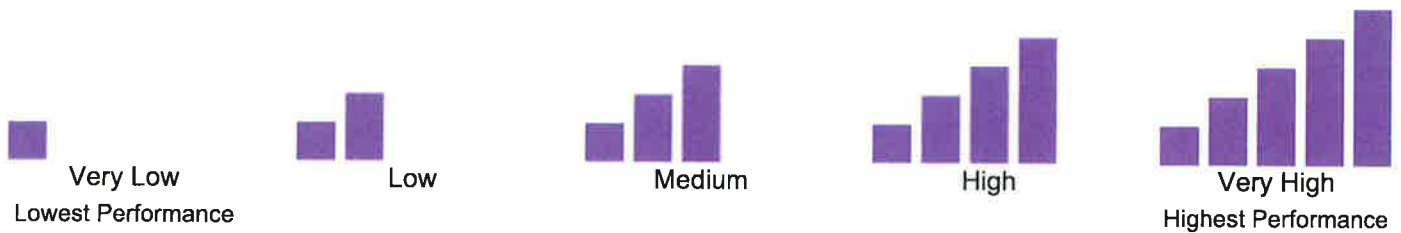
1. According to the 2022 Dashboard English Language Arts Equity Report, all students scored low and was 12.1 points below standard.
2. According to the 2022 Dashboard English Language Arts Performance by Race/Ethnicity, Hispanic Students scored low and was 69 points below standard.
3. According to the 2022 Dashboard English Language Arts Performance by Race/Ethnicity, White Students scored Medium and was 7 points above standard

School and Student Performance Data

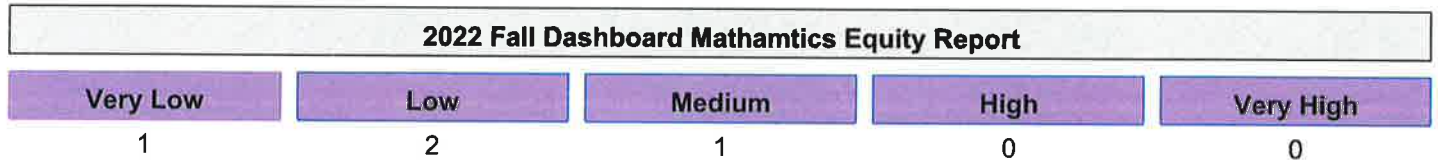
Academic Performance Mathematics

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

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





This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Low 28.6 points below standard 225 Students</p>	<p>English Learners</p> <p>No Performance Level 103.3 points below standard 27 Students</p>	<p>Foster Youth</p> <p>No Performance Level 2 Students</p>
<p>Homeless</p> <p>No Performance Level 6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 55.7 points below standard 94 Students</p>	<p>Students with Disabilities</p> <p>Very Low 128.1 points below standard 31 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 1 Student	
Hispanic	Two or More Races	Pacific Islander	White
 <p style="text-align: center;">Low 80.0 points below standard 52 Students</p>	<p style="text-align: center;">No Performance Level 45.9 points below standard 11 Students</p>		 <p style="text-align: center;">Medium 9.6 points below standard 160 Students</p>

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
130.7 points below standard 18 Students	9 Students	15.3 points below standard 186 Students

Conclusions based on this data:

1. According to the 2022 Fall Dashboard Mathematics Performance for all students, all students scored low and was 28.6 points below standard.
2. According to the 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity, Hispanics scored low and was 80 points below standard.
3. According to the 2022 Fall Dashboard Mathematics Performance for all student groups, socially disadvantaged students scored low and was 55.7 points below standard.

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			
<table border="1"> <thead> <tr> <th>English Learner Progress</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <p>No Performance Level 72.2 making progress towards English language proficiency Number of EL Students: 18 Students Performance Level: No Performance Level</p> </td> </tr> </tbody> </table>		English Learner Progress	<p>No Performance Level 72.2 making progress towards English language proficiency Number of EL Students: 18 Students Performance Level: No Performance Level</p>
English Learner Progress			
<p>No Performance Level 72.2 making progress towards English language proficiency Number of EL Students: 18 Students Performance Level: No Performance Level</p>			

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
0.0%	27.8%	11.1%	61.1%

Conclusions based on this data:

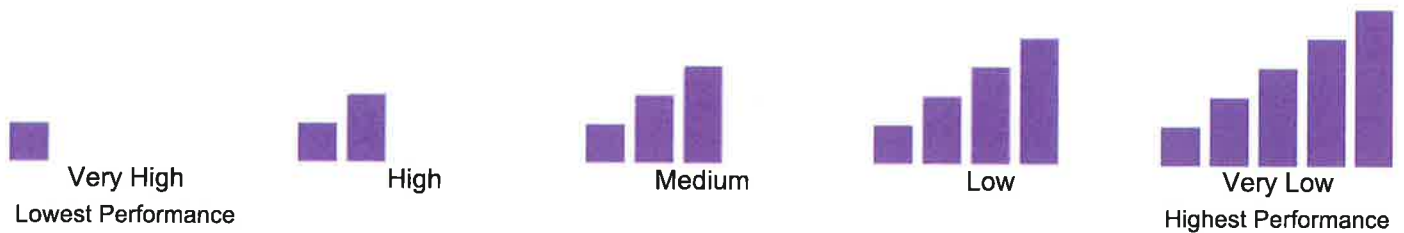
1. According to the English Learner Progress Indicator, 72.2 % of EL students are making progress towards English Language Proficiency.
2. According to the English Language Acquisition Results, 61.1% of English Learners progressed at least One ELPI Level.
3. According to the English Language Acquisition Results, 27.8% of English Learners Maintained ELP Level 1, 2L, 2H, 3L, or 3H

School and Student Performance Data

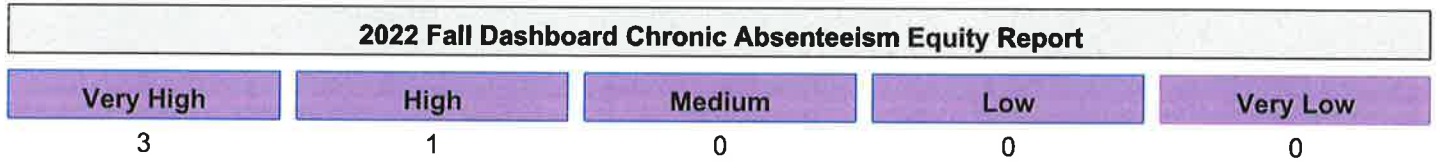
Academic Engagement Chronic Absenteeism

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 for All Students/Student Group		
<p>All Students</p> <p>Very High 24.5% Chronically Absent 249 Students</p>	<p>English Learners</p> <p>No Performance Level 34.8% Chronically Absent 23 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Very High 34.3% Chronically Absent 105 Students</p>	<p>Students with Disabilities</p> <p>Very High 23.5% Chronically Absent 34 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student	
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Very High 32.7% Chronically Absent 55 Students</p>	No Performance Level 53.3% Chronically Absent 15 Students		 <p align="center">High 19.2% Chronically Absent 177 Students</p>

Conclusions based on this data:

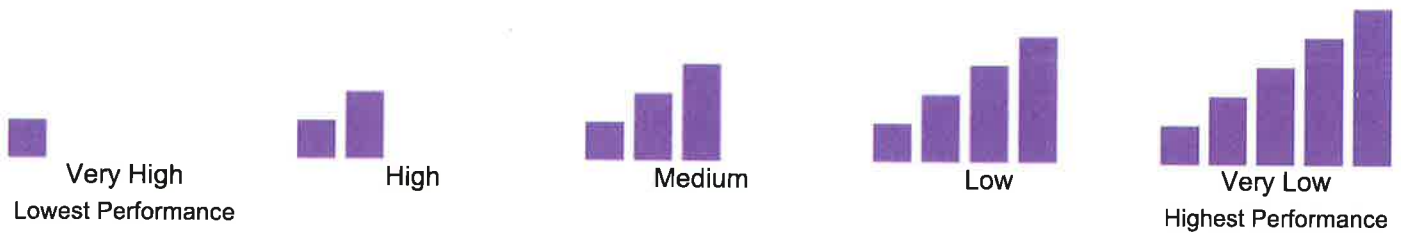
1. Overall, according to the 2022 Fall Dashboard, all students were 24.5% chronically absent with a Very High ranking.
2. According to the 2022 Fall Dashboard, socially disadvantaged students were 34.3% Chronically Absent with a Very High ranking.
3. According to the 2022 Fall Dashboard, Students with Disabilities were 23.5% Chronically Absent with a Very High ranking.

School and Student Performance Data

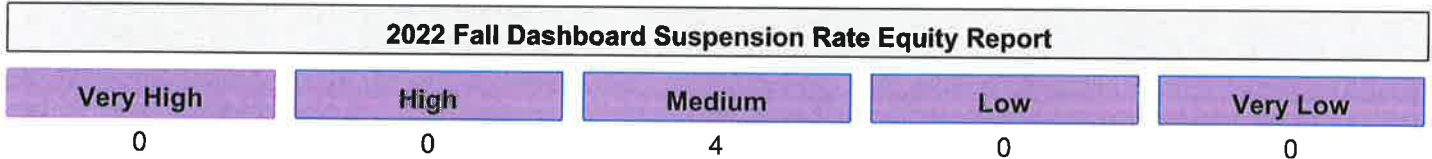
Conditions & Climate Suspension Rate

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 for All Students/Student Group		
<p>All Students</p> <p>Medium 3.9% suspended at least one day 257 Students</p>	<p>English Learners</p> <p>No Performance Level 8.3% suspended at least one day 24 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium 6.6% suspended at least one day 106 Students</p>	<p>Students with Disabilities</p> <p>Medium 2.9% suspended at least one day 34 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>	<p align="center">American Indian</p> <p align="center">No Performance Level Less than 11 Students 1 Student</p>	<p align="center">Asian</p> <p align="center">No Performance Level Less than 11 Students 3 Students</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p>  <p align="center">Medium 7.3% suspended at least one day 55 Students</p>	<p align="center">Two or More Races</p> <p align="center">No Performance Level 5.9% suspended at least one day 17 Students</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Medium 2.8% suspended at least one day 181 Students</p>

Conclusions based on this data:

1. According to the 2022 Fall Dashboard, all suspension rates fall in the medium range.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal #2: Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 1

All students at Durham Intermediate School will grow a minimum of 5% in proficiency (standards met and exceeded) as measured by the 2022-2023 school year CAASPP performance standards.

Identified Need

Students were full time and in person all of the 2022-2023 school year, but the learning loss and achievement gap is still apparent from prior years. Durham Intermediate School's identified need is to raise the percentage of proficiency in Mathematics while trying to make up for the learning loss in the classroom and narrow the achievement gap. For this reason, Durham Intermediate School would like to increase the percentage of students who met or exceed standards on the CAASPP and/or local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP State Assessment Scores	2021-2022 CAASPP Score - 44.98% Proficient	49.98%

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)

For All Students

Strategy/Activity

Provide behavioral and academic counseling. Continue with a study hall class with the counseling. Continue with a study hall class with the counselor that starts in January of the current 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)

27,511

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Part time certificated counselor.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

For All Students

Strategy/Activity

Continue to implement the math intervention section in the current school year. Students are targeted to attend this class by using classroom assessments, NWEA MAP scores, grades, and CAASPP scores and have an established exit requirement as well.

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)

18,720

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
.2 period of certificated salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Students with Disabilities Subgroup

Strategy/Activity

Continue with intervention times of lunchtime Power Hour and Afterschool Homework Club. This provides additional time for work completion and teacher help.

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)

6685.00

Source(s)

ESSER III
1000-1999: Certificated Personnel Salaries
Teacher Hourly Wages

8914.00

Extended Learning Opportunity
1000-1999: Certificated Personnel Salaries
Teacher Hourly Wages

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.

Durham Intermediate school offered Homework Club after school, Opportunity Room and Power Hour at lunch, and a math intervention class.

Homework club was offered after school and provided extra time for student work completion. Opportunity Room (6th Grade) and Power Hour (7th/8th grade) is a time for those students with missing assignments to complete work with a teacher that can support any questions.

The Math Intervention class (AIMES) was a new class that targeted students that need extra math support according the MAP, grades, local classroom assessments, and state assessments.

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

No major differences between the intended implementation and/or the budgeted expenditures.

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

No identified changes at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #2: Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 2

All students at Durham Intermediate School will grow a minimum of 5% in proficiency (standards met and exceeded) as measured by the 2022-2023 school year CAASPP performance standards.

Identified Need

Students were full time and in person all of the 2022-2023 school year, but the learning loss and achievement gap is large from prior years. Durham Intermediate School's identified need is to raise the percentage of proficiency in English Language Arts while trying to make up for the learning loss in the classroom and narrowing the achievement gap. For this reason, Durham Intermediate School's need to increase the percentage of students who met or exceed standards on the CAASPP and/or local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP State Assessment Scores	2021-2022 CAASPP Score - 46.5% Proficient	51.5% Proficient

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 4

Students to be Served by this Strategy/Activity

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

For All Students

Strategy/Activity

Provide behavioral and academic counseling. Continue with a study hall class with the counselor that starts in January of the current 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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The behavioral and academic counselor provides academic and social/emotional check ins with students. Those students that are identified as being in academic jeopardy begin to attend study hall during a period starting in January. The counselor calculates GPA's and tracks their grades and communicates with teachers regarding students success in their classes.

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

No major differences between the intended implementation and/or the budgeted expenditures.

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

No identified changes at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Provide Standards Based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.

Goal 3

The student group of Students with Disabilities at Durham Intermediate School will grow a minimum of 5% in proficiency (standards met and exceeded) as measured by the 2022-2023 school year CAASPP performance standards in English Language Arts/Reading.

Identified Need

Our Students with Disabilities scored in the very low range in both English Language Arts and Mathematics according to the California School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP State Test Scores - Students with Disabilities	2021-2022 CAASPP Score - 20.0% Proficient	25.0% Proficient

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

Purchase of the Sondag Reading Intervention Program for implementation in the 2023-2024 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)
24,409.00	Special Education 4000-4999: Books And Supplies

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

Complete 1/2 of the MTSS modules and use MTSS Strategies for Success 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)

50,000.00

Source(s)

Other

1000-1999: Certificated Personnel Salaries
Training all staff with MTSS strategies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal #3 - Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates.

Goal 4

The Students with Disabilities Chronic Absenteeism indicator will lower from a Very High Status (20.1% or greater in Current Year) to at least a Medium Status (5.1% to 10.0% in the Current Year) as measured by the 2023 school year dashboard.

Identified Need

The California State Dashboard indicated that the student group of Students with Disabilities reflected a Very High Status (20.1% or greater in Current Year) in Chronic Absenteeism. School attendance is a direct reflection of academic performance, therefore the attendance rate of Students with Disabilities needs to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Report - Chronic Absenteeism Status	2021-2022 Status - Very High	Medium Status

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

Continue with Independent Study packets, but with an emphasis on better communication from the school regarding the process and expectation of the independent study contract so that the packet get completed appropriately and on time. This process will be added into the Student/Parent Handbook for the 2023-2024 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)

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

Use the district Parent Liaison to communicate with families the importance of school attendance, the appropriate use of independent study packets, and acquire any family needs that would help with attendance to the school/district.

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)

Students with Disabilities

Strategy/Activity

Continue using Aeries parent square and personal phone calls from the office to communicate with families of the reasons why their student is absent.

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)

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,750.00

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSER III	\$6,685.00
Extended Learning Opportunity	\$8,914.00
General Fund	\$18,720.00
LCFF - Supplemental	\$55,022.00
Other	\$50,000.00
Special Education	\$24,409.00

Subtotal of state or local funds included for this school: \$163,750.00

Total of federal, state, and/or local funds for this school: \$163,750.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESSER III	6,685.00
Extended Learning Opportunity	8,914.00
General Fund	18,720.00
LCFF - Supplemental	55,022.00
Other	50,000.00
Special Education	24,409.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	139,341.00
4000-4999: Books And Supplies	24,409.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	6,685.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	8,914.00
1000-1999: Certificated Personnel Salaries	General Fund	18,720.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	55,022.00
1000-1999: Certificated Personnel Salaries	Other	50,000.00
4000-4999: Books And Supplies	Special Education	24,409.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,830.00
Goal 2	27,511.00
Goal 3	74,409.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Lora Fox	Principal
Kiara Harry	Classroom Teacher
Erika Montgomery	Other School Staff
Rebecca Jacobson	Parent or Community Member
Ida Noey	Parent or Community Member
Kelley Parsons	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6-12-2022.

Attested:

Principal, Lora Fox on 6/13/23

SSC Chairperson, Lora Fox on 6/13/23