School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Warren H. Frisbie Middle School	36-67850-6059448	May 28, 2024	June 26, 2024

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

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

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

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

This plan is being used by Warren H. Frisbie Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

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

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Plan Description

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

This plan is being used by Warren H. Frisbie Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

> Comprehensive Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). LCFF provides schools and LEA's 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.

Educational Partner Involvement

How, when, and with whom did Warren H. Frisbie Middle 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

As part of the planning process for this SPSA/Annual Review and Update, Frisbie Middle School consulted with families, staff, and students through several avenues.

Parents:
- Surveys
- Parent Meetings
- School Site Council (SSC) Meetings
- English Learner Advisory Committee (ELAC) Meetings
- African American Parent Advisory Committee (AAPAC) Meetings

Staff:
- Meetings
- Surveys

Students:
- Surveys
- Focus Groups

The SPSA was also reviewed by our English Language Advisory Council. At this meeting they were asked to give additional input into the goals that had been written.

All of this feedback was used to create the 2024-2025 SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

We do not foresee any resource inequalities for the 2024-2025 school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism, English Learner Progress, Suspension Rate, Mathematics

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

None

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.1%	0.21%	2	1	2
African American	7.64%	8.24%	6.94%	73	79	65
Asian	0.21%	0.1%	0.11%	2	1	1
Filipino	0.10%	0%	0.21%	1	0	2
Hispanic/Latino	88.28%	88.63%	90.38%	844	850	846
Pacific Islander	0.42%	0.63%	0.21%	4	6	2
White	2.30%	1.56%	1.28%	22	15	12
Multiple/No Response	0.84%	0.73%	0.64%	8	7	6
			Total Enrollment	956	959	936

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	303	340	312
Grade 7	324	303	321
Grade 8	329	316	303
Total Enrollment	956	959	936

Conclusions based on this data:

1. Frisbie Middle School student enrollment did not change from 21-22 to 22-23

2. The ethnic makeup of the student body remains the same.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	269	221	213	28.80%	28.1%	22.8%
Fluent English Proficient (FEP)	240	259	248	23.70%	25.1%	26.5%
Reclassified Fluent English Proficient (RFEP)				2.1%		

Conclusions based on this data:

1. The percentage of students reclassified yearly has remained steady.

2. English Learner enrollment has increased over a 3 year period.

3. There was an increase in student enrollment change in FEPs (Fluent English Proficient) student enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	330	298	325	0	289	321	0	289	319	0.0	97.0	98.8
Grade 7	351	317	300	0	306	297	0	306	297	0.0	96.5	99.0
Grade 8	339	313	302	0	300	299	0	300	294	0.0	95.8	99.0
All Grades	1020	928	927	0	895	917	0	895	910	0.0	96.4	98.9

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2470.	2462.		7.61	8.46		20.42	18.81		26.30	21.63		45.67	51.10
Grade 7		2445.	2484.		2.29	6.40		14.05	23.57		21.90	23.91		61.76	46.13
Grade 8		2489.	2489.		5.00	2.04		22.67	18.37		19.67	32.31		52.67	47.28
All Grades	N/A	N/A	N/A		4.92	5.71		18.99	20.22		22.57	25.82		53.52	48.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		7.61	8.46		50.52	43.57		41.87	47.96
Grade 7		4.58	7.07		50.98	51.85		44.44	41.08
Grade 8		10.03	6.80		46.15	48.30		43.81	44.90
All Grades		7.38	7.47		49.22	47.80		43.40	44.73

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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		7.61	10.34		42.91	39.18		49.48	50.47
Grade 7		2.61	11.82		36.93	43.92		60.46	44.26
Grade 8		3.68	3.78		40.47	45.36		55.85	50.86
All Grades		4.59	8.72		40.04	42.72		55.37	48.57

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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		11.07	6.90		61.94	68.65		26.99	24.45
Grade 7		4.58	10.10		64.05	61.95		31.37	27.95
Grade 8		6.67	7.14		72.00	72.11		21.33	20.75
All Grades		7.37	8.02		66.03	67.58		26.59	24.40

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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		9.69	10.03		65.05	57.99		25.26	31.97
Grade 7		3.92	8.75		56.21	58.25		39.87	33.00
Grade 8		12.33	9.52		59.67	66.67		28.00	23.81
All Grades		8.60	9.45		60.22	60.88		31.17	29.67

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Conclusions based on this data:

1. During the 22-23 school year, 25.9% of students met or exceeded ELA standards and 74.1% of students did not meet standards in ELA.

2. During the 22-23 school year 20.4% of 8th Grade, 30.0% of 7th Grade, and 27.3% of 6th Grade students met or exceeded standards in ELA.

3. Based on the data, 44.7% of students scored below standards in Reading, 48.6% Scored Below Standard in Writing, 24.4% Scored Below Standards in Listening, 29.7% scored below standards in Research and Inquiry. To improve we will focus on Writing, Research and Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	330	298	324	0	290	322	0	289	322	0.0	97.3	99.4
Grade 7	351	317	300	0	309	296	0	307	296	0.0	97.5	98.7
Grade 8	339	313	298	0	303	292	0	303	292	0.0	96.8	98.0
All Grades	1020	928	922	0	902	910	0	899	910	0.0	97.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2438.	2431.		3.11	3.73		9.00	9.01		28.37	22.36		59.52	64.91
Grade 7		2417.	2423.		1.63	1.69		5.54	6.08		14.98	16.89		77.85	75.34
Grade 8		2443.	2416.		2.31	1.37		4.95	4.45		18.15	15.75		74.59	78.42
All Grades	N/A	N/A	N/A		2.34	2.31		6.45	6.59		20.36	18.46		70.86	72.64

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Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.11	4.66		34.95	30.75		61.94	64.60
Grade 7		2.61	3.72		21.50	25.34		75.90	70.95
Grade 8		1.65	2.41		34.32	21.65		64.03	75.95
All Grades		2.45	3.63		30.14	26.07		67.41	70.30

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.77	4.04		41.52	38.20		55.71	57.76
Grade 7		1.63	2.70		35.50	38.85		62.87	58.45
Grade 8		2.64	1.03		46.53	35.96		50.83	63.01
All Grades		2.34	2.64		41.16	37.69		56.51	59.67

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		3.46	3.42		56.75	50.31		39.79	46.27
Grade 7		2.28	3.38		52.77	49.32		44.95	47.30
Grade 8		1.32	2.05		54.46	46.58		44.22	51.37
All Grades		2.34	2.97		54.62	48.79		43.05	48.24

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Conclusions based on this data:

1. During the 22-23 school year, 8.9% of students exceeded or met Standards in Math, and 91.1% did not meet standard.

2. During the 22-23 school year 5.8% of 8th grade students, 7.8% of 7th grade, and 12.7% of 6th grade students met or exceeded standards in Mathematics.

3. Based on the data, 70.3% of students scored below standards in Concepts and Procedures, 59.7% scored below standard in Problem Solving & Modeling/Data Analysis, and 48.3% scored below standards in Communicating Reasoning. To improve math performance, we will focus on Concepts and Procedures.

School and Student Performance Data

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

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

ELPAC Results

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	1502.3	1514.3	1511.8	1501.8	1513.5	1505.8	1502.2	1514.7	1517.2	87	65	72
7	1505.9	1528.1	1508.1	1504.2	1530.8	1500.2	1507.2	1525.0	1515.6	90	92	61
8	1536.0	1528.8	1534.7	1559.0	1519.7	1532.9	1512.5	1537.5	1536.1	81	80	77
All Grades										258	237	210

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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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	11.63	13.85	5.56	33.72	36.92	34.72	34.88	29.23	47.22	19.77	20.00	12.50	86	65	72
7	6.82	11.96	4.92	30.68	40.22	31.15	43.18	33.70	40.98	19.32	14.13	22.95	88	92	61
8	17.50	11.25	18.18	27.50	36.25	33.77	32.50	32.50	27.27	22.50	20.00	20.78	80	80	77
All Grades	11.81	12.24	10.00	30.71	37.97	33.33	37.01	32.07	38.10	20.47	17.72	18.57	254	237	210

Overall Language — Percentage of Students at Each Performance Level for All Students

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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	24.42	33.85	19.44	41.86	40.00	61.11	17.44	10.77	11.11	16.28	15.38	8.33	86	65	72
7	17.05	31.52	16.39	42.05	44.57	42.62	28.41	14.13	22.95	12.50	9.78	18.03	88	92	61
8	38.75	20.00	29.87	37.50	42.50	41.56	11.25	25.00	10.39	12.50	12.50	18.18	80	80	77
All Grades	26.38	28.27	22.38	40.55	42.62	48.57	19.29	16.88	14.29	13.78	12.24	14.76	254	237	210

Oral Language — Percentage of Students at Each Performance Level for All Students

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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	6.98	3.08	4.17	20.93	15.38	16.67	34.88	47.69	50.00	37.21	33.85	29.17	86	65	72
7	2.27	5.43	3.28	20.45	18.48	16.39	36.36	46.74	39.34	40.91	29.35	40.98	88	92	61
8	2.50	7.50	9.09	13.75	15.00	25.97	37.50	47.50	27.27	46.25	30.00	37.66	80	80	77
All Grades	3.94	5.49	5.71	18.50	16.46	20.00	36.22	47.26	38.57	41.34	30.80	35.71	254	237	210

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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	15.29	10.77	8.33	58.82	66.15	75.00	25.88	23.08	16.67	85	65	72
7	4.55	8.79	4.92	67.05	68.13	63.93	28.41	23.08	31.15	88	91	61
8	16.25	5.00	14.29	65.00	61.25	63.64	18.75	33.75	22.08	80	80	77
All Grades	11.86	8.05	9.52	63.64	65.25	67.62	24.51	26.69	22.86	253	236	210

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	40.24	58.46	47.22	48.78	29.23	41.67	10.98	12.31	11.11	82	65	72
7	42.31	70.00	46.55	48.72	23.33	37.93	8.97	6.67	15.52	78	90	58
8	54.00	37.97	51.32	34.00	53.16	35.53	12.00	8.86	13.16	50	79	76
All Grades	44.29	55.98	48.54	45.24	35.04	38.35	10.48	8.97	13.11	210	234	206

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	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	7.06	4.62	4.17	40.00	30.77	31.94	52.94	64.62	63.89	85	65	72
7	6.90	6.59	1.64	26.44	42.86	34.43	66.67	50.55	63.93	87	91	61
8	8.86	12.50	23.38	22.78	31.25	22.08	68.35	56.25	54.55	79	80	77
All Grades	7.57	8.05	10.48	29.88	35.59	29.05	62.55	56.36	60.48	251	236	210

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Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	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	16.47	4.62	18.06	63.53	81.54	70.83	20.00	13.85	11.11	85	65	72
7	3.49	7.61	9.84	77.91	76.09	65.57	18.60	16.30	24.59	86	92	61
8	0.00	2.50	7.79	78.48	86.25	74.03	21.52	11.25	18.18	79	80	77
All Grades	6.80	5.06	11.90	73.20	81.01	70.48	20.00	13.92	17.62	250	237	210

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 43.3% of English Learner students are in Level 3 and Level 4 during the 22-23 school year. This represents a 7.7% decrease in the number of students scoring 3 or 4 on the ELPAC.

2. To increase student performance in Level 4 instructional planning focus should be on writing and expository reading.

3. 56.7% of English Learners are performing at Level 1 and Level 2.

School and Student Performance Data

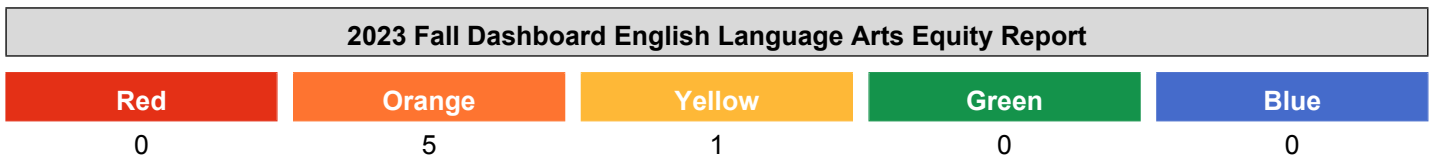## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
959	**88.8**	**23**	**0.6**
Total Number of Students enrolled in Warren H. Frisbie Middle 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	221	23
Foster Youth	6	0.6
Homeless	77	8
Socioeconomically Disadvantaged	852	88.8
Students with Disabilities	120	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	79	8.2
American Indian	1	0.1
Asian	1	0.1
Hispanic	850	88.6
Two or More Races	7	0.7
Pacific Islander	6	0.6
White	15	1.6

Conclusions based on this data:

1. In 2022-2023, 88.8% of FMS' student population was socioeconomically disadvantaged.

2. The Hispanic student population accounts for 88.6% of FMS' total student population. The second largest student population are African American students which account for 8.2%% of FMS' total student population.

3. White, American Indian, Asian, Filipino, Pacific Islander, and Mixed Student Groups all account for 3.1% of FMS' total student population.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. Based on the 2023 Academic Performance for All Students, Math data indicates the greatest need for students' academic achievement due to its red performance color indicator. English Language Arts has a yellow performance indicator, which reflects FMS' second lowest performing area in comparison to Math.

2. The 2023 Academic Performance for All Students indicator reflects Chronic Absentee to be an area of needed improvement for FMS.

3. Based on Conditions and Climate, Suspension rates are elevated. With its red performance indicator reflecting the need to greatly decrease suspension rates, more PBIS efforts should be implemented, as they decrease chronic absentee rates and suspension rates.

School and Student Performance Data

Academic Performance
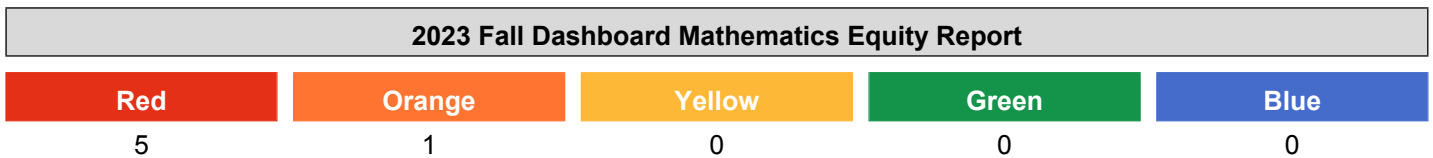### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
68.8 points below standard	101.5 points below standard	
Increased +11.4 points	Increased +3.6 points	4 Students
863 Students	265 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
86 points below standard	73 points below standard	138.9 points below standard
Increased +11.5 points	Increased +10.7 points	Increased Significantly +16.6 points
69 Students	763 Students	111 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 93.3 points below standard Increased Significantly +30.4 points 63 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 67.3 points below standard Increased +9.8 points 776 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students	71.5 points below standard Increased Significantly +35.2 points 14 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
131.5 points below standard Increased +10.8 points 186 Students	30.9 points below standard Increased +4.2 points 79 Students	72.6 points below standard Increased +5.3 points 417 Students

Conclusions based on this data:

1. Based on the 2023 Fall Dashboard English Language Arts Performance, all students increased 11.4 pts.

2. Based on the 2023 Fall Dashboard English Language Arts Performance, African American students grew significantly by 30.4 pts.

3. Based on the 2023 Fall Dashboard English Language Arts Performance, English Learners increased 3.6 pts, Socioeconomically Disadvantaged increased 10.7 pts, and Students with Disabilities grew 16.6 pts.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
140.8 points below standard	174.2 points below standard	4 Students
Decreased -8.1 points	Decreased Significantly -16 points	
857 Students	262 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Orange
165.9 points below standard	145.7 points below standard	201.4 points below standard
Decreased Significantly -23 points	Decreased -10.3 points	Increased +3.2 points
69 Students	757 Students	111 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Less than 11 Students	No Performance Color
172.6 points below standard	1 Student	1 Student	0 Students
Maintained 0 points			
63 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	111.3 points below standard
139.3 points below standard	4 Students	4 Students	Increased +14.8 points
Decreased -8.6 points			14 Students
770 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
205.8 points below standard	98.5 points below standard	138.5 points below standard
Decreased Significantly -18.1 points	Increased +4 points	Decreased -11 points
185 Students	77 Students	415 Students

Conclusions based on this data:

1. All Students/Groups, except Students with Disabilities, are performing in the red performance level, which is a status level of very low.

2. In 2023, Hispanic students decreased significantly by 23 pts. African American students showed no change.

3. English Learners decreased significantly by 16 pts.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
28.1% making progress towards English language proficiency
Number of EL Students: 203 Students
Performance Level: 1
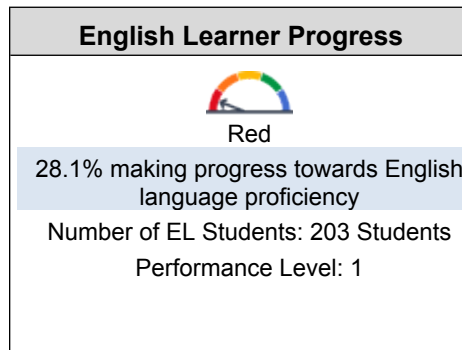
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
62	83	0	56

Conclusions based on this data:

1. 27.6% percent of students are making progress towards English language proficiency.

2. 40.9% English Learners maintained ELPI Levels: 1, 2L, 2H, 3L, or 3H.

3. 29.6% English Learners decreased by one ELPI Level.

School and Student Performance Data

Academic Engagement
### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	57.1% Chronically Absent
37.8% Chronically Absent	38.4% Chronically Absent	Increased 7.1
Increased 3	Increased 1.4	
1014 Students	255 Students	14 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
40.2% Chronically Absent	39.3% Chronically Absent	45.6% Chronically Absent
Declined -2.5	Increased Significantly 3.2	Increased 2
92 Students	899 Students	125 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 46.1% Chronically Absent Increased 9.4 89 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 36.7% Chronically Absent Increased 1.8 892 Students	Less than 11 Students 8 Students	Less than 11 Students 6 Students	41.2% Chronically Absent Increased 10.7 17 Students

Conclusions based on this data:

1. African American students and Students with Disabilities have the highest rate of Chronic Absenteeism.

2. Socioeconomically disadvantaged students' level of absenteeism increased significantly.

3. Chronic Absenteeism for Homeless students declined.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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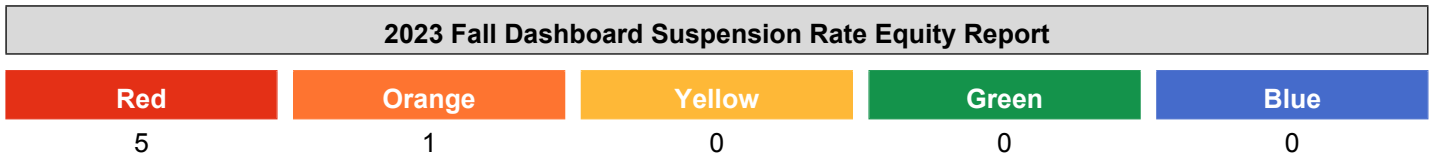
Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	1	0	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	31.8% suspended at least one day
14.1% suspended at least one day	12.4% suspended at least one day	
Increased 2.2	Increased 1.5	Increased 5.2
1049 Students	266 Students	22 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
21.4% suspended at least one day	14.6% suspended at least one day	20.3% suspended at least one day
Increased 6.2	Increased 2.3	Increased 1.9
98 Students	930 Students	133 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	Less than 11 Students	Less than 11 Students	No Performance Color
36.6% suspended at least one day	1 Student	1 Student	0 Students
Increased 8.3			
93 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	Less than 11 Students	0% suspended at least one day
11.8% suspended at least one day	8 Students	6 Students	Declined -16
Increased 1.7			19 Students
921 Students			

Conclusions based on this data:

1. Suspension Rates for all student groups increased.

2. Suspension Rates for African American increased 8.3%.

3. Suspension Rates for Homeless Youth and Students with Disabilities is over 20%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes
By June 2025, Frisbie Middle School will increase the number of students scoring at grade level in Language Arts and Mathematics by 5% measured using the i-Ready in Fall, Winter, and Spring diagnostic assessment. All students will explore their strengths through an academically challenging, culturally enriching and technologically robust learning environment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Pupil Achievement - Every student will succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life.

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

Per the 2023 initial iReady Mathematics assessment, only 8% of students scored At Grade Level or Above. Per the initial 2023 iReady Reading assessment 19% of the students scored At Grade Level or Above.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment Reading	2023-2024 initial iReady indicates that 19% of students scored At or Above Grade level in Reading. 2023-2024 initial iReady indicates that 54% of students scored 3 or more Grade levels below in Reading.	Increase the percentage of students scoring At Grade Level or Above Grade Level in Reading by 5% Decrease the percentage of students scoring 3 or more Grade levels below in Reading by 5%
iReady Assessment Mathematics	2023-2024 iReady indicates that 8% of students scored At or Above Grade level in Mathematics. 2023-2024 iReady indicates that 48% of students scored 3 or more Grade levels below in Mathematics.	Increase the percentage of students scoring At Grade Level or Above Grade Level in Mathematics by 5% Decrease the percentage of students scoring 3 or more Grade levels below in Mathematics by 5%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

| 1.1 | After School Tutoring and Academic Support, Saturday School Program, Summer School, EL Academy, After School Tutoring Hub. Targeted Intervention will be provided

Allen, B. (2016). After-school tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1. | All Students | 3100
Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplies for Intervention
4000
Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Extra Duty hours for Certificated Staff
800
Comprehensive Support and Improvement (CSI)
2000-2999: Classified Personnel Salaries
Extra duty hours for Classified Staff
1000
Step-Up
5800: Professional/Consulting Services And Operating Expenditures
Awards, Incentives
2000
Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplies and Materials

Title I
1000-1999: Certificated Personnel Salaries
Data Analysis
1000
EL Supplemental
1000-1999: Certificated Personnel Salaries
Recruitment of Students
5515
EL Supplemental
2000-2999: Classified Personnel Salaries
Classified extra duty Bilingual IA
1000
EL Supplemental
4000-4999: Books And Supplies
Supplies

Title I
1000-1999: Certificated Personnel Salaries
Tutoring, Mentor ship, and Intervention for African American Students |

1.2	All students will participate in AVID: Future Ready/College and Career Activities.	All Students	500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Books and supplies Title I 4000-4999: Books And Supplies Books and supplies, headphones Title I 5000-5999: Services And Other Operating Expenditures license renewal of online platforms 6000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures license renewal of online platforms
1.3	English Learners will take the ELPAC assessment and be monitored by classroom teachers and the English Learner Facilitator to support their reclassification. Betts, J., Hill, L., Bachofer, K., Hayes, J., Lee, A., & Zau, A. (2019). English Learner Trajectories and Reclassification.	English Learners, Long Term English Learners	2000 EL Supplemental 1000-1999: Certificated Personnel Salaries Substitute cost for the release of teachers 500 EL Supplemental 4000-4999: Books And Supplies Costs for supplemental materials to meet the identified needs of students 4000 EL Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff 2000 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Extra duty for certificated staff- including PTCs
1.4	Implement SDAIE (Specially Designed Academic Instruction in English) and SIOP (Sheltered Instruction Observation Protocol) instructional strategies, differentiated instruction, and small group intervention to support English Learner students with accessing grade level instruction in all classes. Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS	English Learners, Long Term English Learners	Title I 1000-1999: Certificated Personnel Salaries Salary Title I 3000-3999: Employee Benefits Benefits

	Model. Multiple Voices for Ethnically Diverse Exceptional Learners, 13, 56-70 Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model. Jimenez, E. (1992). Raising the achievement level of English language learners through SDAIE. Pearson Education Inc. Globe Fearon, Pearson Learning Group. Retrieved November, 23, 2010.		Title I 1000-1999: Certificated Personnel Salaries Extra duty for planning Title I 4000-4999: Books And Supplies Supplemental instructional materials 500 EL Supplemental 4000-4999: Books And Supplies Supplemental instructional materials 2000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty hours for software training 500 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Extra duty hours for software training
1.5	Implement culturally relevant and responsive instructional strategies and resources, differentiated instruction, and small group intervention to support African American and Latino students with accessing grade-level instruction in all classes. Gay, Geneva (2010). Culturally responsive teaching: Theory, Research, and Practice (2nd ed.). New York, New York: Teachers College Press. ISBN 9780807750780. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. Theory into practice, 34(3), 159-165. Rodríguez, A. D. (2009). Culturally relevant books: Connecting Hispanic students to the curriculum. Gist: Education and Learning Research Journal. Brown MR. Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools. Intervention in School and Clinic. 2007;43(1):57-62.	African American Students, Latino Students	Title I 4000-4999: Books And Supplies Instrucional materials and supplies Title I 4000-4999: Books And Supplies Supplemental books, manipulative and hands on activities Title I 4000-4999: Books And Supplies Subscriptions Title I 5000-5999: Services And Other Operating Expenditures Admission fees Title I 5000-5999: Services And Other Operating Expenditures Transportation cost Title I

				1000-1999: Certificated Personnel Salaries Substitutes and Teacher Extra Duty Title I 2000-2999: Classified Personnel Salaries Classified Extra Duty Costs 500 EL Supplemental 4000-4999: Books And Supplies Supplemental books, manipulative and hands on activities Title I 5800: Professional/Consulting Services And Operating Expenditures Outside Counseling Services and Academic Counseling Title I 2000-2999: Classified Personnel Salaries Instructional aide coverage
1.6	Provide resources and services to support Foster and Homeless students with accessing grade level instruction in all classes. Moyer, A. M., & Goldberg, A. E. (2020). Foster youth's educational challenges and supports: Perspectives of teachers, foster parents, and former foster youth. Child and Adolescent Social Work Journal, 37(2), 123-136.	Foster and Homeless Students		500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Necessary technology an materials needed for targeted groups 3500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Professional Development 500 EL Supplemental 4000-4999: Books And Supplies Material for Project Based Learning in Elective classes 500 EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra- duty Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Title I

			2000-2999: Classified Personnel Salaries McKinney Vento/Foster Youth
1.7	Implement all student IEPs to inclusively support students receiving special services with accessing grade level instruction in all classes. Armstrong, D. E., & McMahon, B. J. (2006). Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice. IAP.	Students Receiving Special Services	Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher release time 700 EL Supplemental 1000-1999: Certificated Personnel Salaries Extra duty hours for planning team members 800 EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for teachers release time Title I 1000-1999: Certificated Personnel Salaries Extra Duty hours for planning team members for targeted groups Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher release time for targeted groups
1.8	Teachers will engage in: • Analysis of student performance data and monitoring of student progress • Tier 1 whole group and Tier 2 small group classroom academic interventions • Bi-weekly instructional planning aligned to essential "power" content standards • Development of monthly instructional goals aligned to essential "power" content standards • Professional development/professional learning opportunities, trainings, and conferences (such as AVID, CABE, CATE, MidSchool Math, MESA/STEAM, ESports, SEL, PLC, PBL, SPED, and other conferences) • Grade level instructional rounds, PLCs (Professional Learning Communities), and Cycles of Inquiry	All Students	5000 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support 4000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Classified extra duty 3000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Intervention support for targeted groups

	• Co-teaching, Department collaboration, and cross-department collaboration/vertical articulation • Promoting a culture of continuous improvement for student achievement • Implementation of Culturally Relevant and Responsive Teaching strategies, AVID strategies, UDL and MTSS strategies, SDAIE and SIOP strategies, Reciprocal Teaching, LiM strategies, PBIS/SEL strategies, Step Up to Writing, ACE/CER, WICOR • Collaboration with ELA Intervention Coach, Math Intervention Coach, Reading Specialist, and English Learner Facilitator , Department Chair, SPED teachers, and Strategics Team Gargiulo, R. M., & Metcalf, D. (2016). Teaching in today's inclusive classrooms: A universal design for learning approach. Cengage Learning. Blackburn, B. R., & Witzel, B. S. (2018). Rigor in the RTI and MTSS classroom: Practical tools and strategies. Routledge. Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. The Reading Teacher, 64(8), 620-625. Oczkus, L. D. (2003). Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension. Order Department, International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139.			1000 EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support 500 EL Supplemental 4000-4999: Books And Supplies books and supplies Title I 1000-1999: Certificated Personnel Salaries Teacher extra duty for alternate support 13800 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Lexia Title I 5000-5999: Services And Other Operating Expenditures Technology to support program Title I 4000-4999: Books And Supplies Alternate Support supplies - paper, chart paper, classroom supplies Title I 5000-5999: Services And Other Operating Expenditures Travel Reimbursements for Conferences
1.9	Instructional Assistants and AVID Tutors will engage in professional learning opportunities and PLCs to further their professional growth. Instructional Assistants and AVID Tutors will collaborate with Teachers to be informed and prepared to provide classroom support to students under the direction of the Teacher. Sharples, J., Blatchford, P., & Webster, R. (2016). Making best use of teaching assistants.	All Students		70000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries AVID tutors Title I 5000-5999: Services And Other Operating Expenditures Training for AVID tutors Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty (collaboration, AVID nights, program planning,virtual trainings)

			Title I 2000-2999: Classified Personnel Salaries Classified extra duty 1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Organizational materials for students Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for College visits and other field trips 1200 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development conference, travel, food and lodging fees. Title I 1000-1999: Certificated Personnel Salaries Substitutes Title I 5800: Professional/Consulting Services And Operating Expenditures AVID computer services
1.10	Integration of instructional technology, digital equipment, and software for all core subjects to support students in meeting proficiency in grade-level content standards in the areas of English Language Arts and Mathematics and to support student access to instruction.	All students	4000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Makerspace Instructional materials and 3D Printers and supporting technology devices. 1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Instructional materials for Math and ELA intervention Title I 4000-4999: Books And Supplies Instructional Materials for Computer

			Coding/Mesa/STEM lab/Robotics Title I 1000-1999: Certificated Personnel Salaries Extra duty for PD Title I 1000-1999: Certificated Personnel Salaries Sub Costs Title I 5000-5999: Services And Other Operating Expenditures Transportation and admission costs
1.14			
1.17			
1.18			
1.19			
1.20			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning
By June 2025, Frisbie Middle School will increase the number of students who demonstrate growth in social emotional learning as measured by PBIS data and other survey data from sources such as Panorama. Frisbie Middle School will ensure resources are utilized to build staff capacity and directly support student achievement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Conditions of Learning - We will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

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

Per the 2023-24 PBIS data, Panorama survey data, student focus group data, suspension data, and student support/intervention data.

METRICS:
- PBIS REWARDS APP
- PANORAMA SURVEY
- PEAR SURVEY
- STAKEHOLDER SURVEYS

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Data	Per the 2023-24 PBIS data, Panorama survey data, student focus group data, suspension data, and student support/intervention data.	Decrease behavior referrals and increase growth in social emotional learning
Panorama Survey	64% of students (481students who completed the survey) reported being able to self-manage social-emotionally	800 students will be able to self-manage social-emotionally

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement school-wide PBIS Strategies (greeting students at the entry gates and classroom doors,	All Students	Title I

	using active supervision and proximity in the classroom, implementing strategies to encourage positive behavior, teaching and modeling expectations, and implementing classroom mission statements). Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. Journal of school psychology, 73, 41-55.		1000-1999: Certificated Personnel Salaries Extra duty hours for certificated staff 1000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures student programs, services, incentives Title I 1000-1999: Certificated Personnel Salaries Substitutes for teacher collaboration Title I 5800: Professional/Consulting Services And Operating Expenditures Data analysis training Title I 4000-4999: Books And Supplies Supplemental instructional materials needed to access standards identified in PLC's. Title I 5000-5999: Services And Other Operating Expenditures Contract for consultant and training 500 EL Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for collaboration time 500 EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes and Extra duty time for teachers to prepare presentations Title I 1000-1999: Certificated Personnel Salaries Extra duty time for teachers to prepare presentations, and to collaborate and Substitutes Title I 5000-5999: Services And Other Operating Expenditures student programs, services, incentives

2.2	Facilitate school-wide activities including:	All Students	1500 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty hours to attend training or prepare a presentation 1000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures conference registration and transportation 3160 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitutes 1500 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Professional Development materials for training 200 EL Supplemental 5000-5999: Services And Other Operating Expenditures Substitutes and Off-site and/or conference registration 1500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Culturally Responsive Training 3000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Language Live and other services Title I 2000-2999: Classified Personnel Salaries Classified Employees (Instructional Assistants' salaries) Title I 1000-1999: Certificated Personnel Salaries Substitutes and extra Duty Hours
	- Leader in Me (LiM) Parent Trainings - Parent advisory committees (SSC, ELAC, AAPAC) - Family Nights (i.e., Mathematics Family Night, Science Family Night, etc.) - AVID Night - College & Career Readiness Activities - PBIS Parent Workshops - Coffee and Tea with Admin - Back-to-School Night - Open House Night - School Spirit Week - No Tardy Parties - Falcon ESports Tournaments - Falcon Art Exhibitions - Lunchtime Sports - Innovation Showcase (Digital Media - 3D, Digital Music, Silkscreen, Drones, Technology, Photography, Arts, Video Production, Short Film Festival, etc.) - School-wide Assemblies & Events (such as Wellness, Cultural, SEL, etc.) Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press		

			500 EL Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants extra duty hours for training
2.3	Teachers will mentor and engage students in SEL/PBIS/LiM/AVID lessons lessons during first period BIC (Breakfast in the Classroom) to support student social emotional learning. Teachers will provide SEL lessons during the first week of each semester.	All Students	1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental professional development materials EL Supplemental 4000-4999: Books And Supplies Supplemental professional development materials Title I 5000-5999: Services And Other Operating Expenditures Leader in Me Membership and dues Title I 1000-1999: Certificated Personnel Salaries Extra Duty hours for teacher training Title I 5000-5999: Services And Other Operating Expenditures Transportation costs and admission fees 600 EL Supplemental 1000-1999: Certificated Personnel Salaries Substitutes and extra duty hours for teachers 229 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures lodging costs
2.4	The Wellness Team will provide support to classroom teachers with implementation of Tier 1 strategies and facilitate classroom presentations to support students with their behavioral/social emotional growth.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures SEL programs such as Manhood project or Young Visionaries etc. Title I 4000-4999: Books And Supplies

			Instructional Materials needed to run programs Title I 4000-4999: Books And Supplies SEL Instructional Materials and supplies
2.5	Frisbie Middle School will continue to offer student support programs in collaboration with our district teams and specialists, such as, but not limited to; Therapeutic Behavior Specialist, Emotional Health Therapist, etc. Frisbie students will receive support from our educational partners, such as SMAART, Learn to Breathe, Dat Yoga Dude, G.E.M. (Great Encouragement Movement), Manhood Project, UrbanEd, etc.	All Students	15000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures SEL programs and consulting services 1000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies SEL Instructional Materials and supplies
2.6	Permanent staff; including budget clerk, instructional strategist, and program specialist will support site wide programs to support student learning and socio-emotional needs.	3 Salaries	268,730.45 Title I 1000-1999: Certificated Personnel Salaries Program Specialist and coaches 18,000 Title I 2000-2999: Classified Personnel Salaries Permanent Position 35% TI Categorical Project Clerk
2.8			
2.12			
2.13			
2.14			
2.19			

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the Panorama student survey, 63% of the 481 students that completed the survey reported being able to self-manage social-emotionally. Comparing this data to the previous year is based on 264 fewer responses. We will continue administering the survey and work towards higher numbers taking the survey. Our PBIS data regarding students involved in fights shows a 35% reduction compared to 2022-23. We attribute this improvement to various strategies including incentives (movie field trip, Knott's field trip), daily positive messages regarding behavior expectations and reporting tardy data.

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

We were able to use Title 1 funds to provide a field trip for students with improved behavior.

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement
By June 2025, Frisbie Middle School will improve overall school culture and climate by school team members modeling positive, leadership habits and by providing opportunities for student voice and choice, school community engagement opportunities, and school team collaborations and partnerships as measured by surveys and sign-in sheets. All students will connect with the community to become socially and culturally responsible.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Pupil Engagement - We will create a positive, safe, and engaging learning environment that is student and family centered.

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

Per the 2023-24 PBIS data, Panorama survey data, focus group data (students, school team, and parents), suspension data, student support/intervention data, and stakeholder surveys.

METRICS:
PBIS REWARDS APP
PANORAMA SURVEY
PEAR SURVEY
STAKEHOLDER SURVEYS

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Surveys	40% of students (192 students of 463 student responses) reported that the school culture and climate is positive	400 students will be report that the school culture and climate is positive

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to increase diversity/cultural and leadership graphics and signage around Frisbie Middle School's physical site to promote a more welcoming space.	All Students	2898 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries

				Extra duty hours for certificated staff
				Title I
				5000-5999: Services And Other Operating Expenditures
				Supplemental materials, Plasco materials
				100
				EL Supplemental
				4000-4999: Books And Supplies
				Supplemental supplies, Office supplies, instructional materials
				200
				EL Supplemental
				2000-2999: Classified Personnel Salaries
				Extra duty hours for classified staff
				Title I
				4000-4999: Books And Supplies
				Office supplies, instructional materials
				Title I
				1000-1999: Certificated Personnel Salaries
				Extra duty hours for certificated staff
				200
				Comprehensive Support and Improvement (CSI)
				1000-1999: Certificated Personnel Salaries
				Extra duty hours for certificated staff
				200
				Comprehensive Support and Improvement (CSI)
				4000-4999: Books And Supplies
				materials, supplies
				300
				Title I Part A: Parent Involvement
				2000-2999: Classified Personnel Salaries
				Extra duty hours for classified staff
				500
				Title I Part A: Parent Involvement
				5800: Professional/Consulting Services And Operating Expenditures
				Consulting and operating expenditures

3.2	Frisbie Middle School will provide parent engagement opportunities throughout the school year such as Back-to-School Night, Open House, Literacy and Numeracy Night, Innovation Night, Coffee & Tea with Admin, Cultural Fair, Future Ready/College and Career Info meetings, etc.	All Students	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty for engagement events Title I 2000-2999: Classified Personnel Salaries Classified Extra Duty Title I 5000-5999: Services And Other Operating Expenditures Light Refreshments Title I 4000-4999: Books And Supplies Supplies for projects at events Title I 4000-4999: Books And Supplies Copy costs 250 EL Supplemental 2000-2999: Classified Personnel Salaries Classified Extra duty Title I 5000-5999: Services And Other Operating Expenditures Parent Involvement/Contracted Services
3.3	Frisbie Middle School will launch a new Parent Center to provide parent workshops and information about community resources, facilitate parent advisory meetings, and other parent engagement opportunities.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted services for staff development and parent workshops Title I 4000-4999: Books And Supplies Supplemental materials, training materials, and PBIS rewards/PBIS store materials and printing 300 EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consulting training

				Title I 4000-4999: Books And Supplies Wellness Center materials and Student social-emotional curriculum (i.e. Boys Town, The Leader in Me, Project Wisdom,) Title I 1000-1999: Certificated Personnel Salaries Extra-duty hours for certificated Title I 2000-2999: Classified Personnel Salaries Extra-duty hours for classified 200 EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Consultant support and trainings Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant support and trainings Title I 5000-5999: Services And Other Operating Expenditures Transportation, Travel, Lodging, Conference, Refreshments 1500 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Family Leadership Institute or other program conferences/memberships, and LiM (leader in Me) program
3.4	Frisbie Middle School will service students through its Counseling Center and Wellness Center led by our Wellness Team (Counselors, Student Success Strategist, Psychologist, Therapeutic Behavior Support, Emotional Health Therapist, and educational partners such as SMAART, Dat Yoga Dude, and Learn to Breathe). The Wellness Center and the Restorative Room located in the Counseling Center will be spaces	All Students		Title I 5800: Professional/Consulting Services And Operating Expenditures Computer software 1000 Comprehensive Support and Improvement (CSI)

	used for student mediation, restorative circles, and student support groups. The Kindness Room located in the Counseling Center will be a space to provide clothing, shoes, backpacks, and toiletry items for students in need.		5800: Professional/Consulting Services And Operating Expenditures Computer software
3.5	Frisbie Middle School's Safety Center, led by our school Safety Team, will provide student support classes such as Drug and Alcohol Prevention, Anger Management, Truancy, Girls Empowerment, and Boys Council.	All Students	Title I 4000-4999: Books And Supplies Books and Instructional Materials and supplies for safety to run groups
3.6	Frisbie Middle School will provide students with PBIS points (that can be redeemed at the FMS PBIS store for reward items) as an incentive to support positive behavior.	All Students	Title I 5000-5999: Services And Other Operating Expenditures Supplies to run PBIS store
3.7	Frisbie Middle School will provide student awards and incentives to recognize student behavior/social emotional progress, academic achievement, leadership, and attendance.	All Students	Title I 5000-5999: Services And Other Operating Expenditures Rewards for PBIS
3.8	Frisbie Middle School Team Members will engage in team building, collaborative activites, and wellness activities (such as the Breathing and Yoga) to build positive climate and culture which will be modeled to students throughout the school day.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures Team building, collaborative activities, and wellness activities
3.10			
3.11			
3.12			
3.14			
3.15			

3.16			
3.18			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on data from the Panorama survey, students indicated a 2% improvement regarding school climate. However, the number of students who completed the survey was 463 students compared to 730 during the 2023 Spring survey. Parents' participation in parent engagement opportunities will be determined by gathering and analyzing the number of parents who attend parent events. Sign-in sheets will help determine whether the target has been achieved. A positive, safe, and engaging learning environment that is student and parent centered will help increase student and parent engagement. Frisbie facilitated a "block party" style for back to school night in March. Several elementary schools were included to help introduce current 5th grade students and parents to the Frisbie campus. Staff highlighted the various opportunities offered including MESA, AVID, various sports, ESPORTS, and the wellness center.

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

We added an arcade that includes various games such as ping-pong and foosball to encourage positive student interaction and motivate improving attendance using Title 1 funding. Once opened, we observe that many students make the effort to come to school early to get an opportunity to enjoy the arcade.

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.

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$404,900.72
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$474,482.45
Total Federal Funds Provided to the School from the LEA for CSI	$272,699.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$160,460.00
Title I	$286,730.45
Title I Part A: Parent Involvement	$3,927.00

Subtotal of additional federal funds included for this school: $451,117.45

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 ($)
EL Supplemental	$22,365.00
Step-Up	$1,000.00

Subtotal of state or local funds included for this school: $23,365.00

Total of federal, state, and/or local funds for this school: $474,482.45

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
Title I	275,868	-10,862.45
EL Supplemental	22,365	0.00
Title I Part A: Parent Involvement	3,927	0.00
Comprehensive Support and Improvement (CSI)	160,460	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	160,460.00
EL Supplemental	22,365.00
Step-Up	1,000.00
Title I	286,730.45
Title I Part A: Parent Involvement	3,927.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	299,088.45
2000-2999: Classified Personnel Salaries	99,565.00
3000-3999: Employee Benefits	2,500.00
4000-4999: Books And Supplies	36,200.00
5000-5999: Services And Other Operating Expenditures	17,929.00
5800: Professional/Consulting Services And Operating Expenditures	19,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	15,860.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	74,800.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	2,500.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	32,600.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	17,500.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	17,200.00
1000-1999: Certificated Personnel Salaries	EL Supplemental	11,600.00
2000-2999: Classified Personnel Salaries	EL Supplemental	6,465.00
4000-4999: Books And Supplies	EL Supplemental	3,600.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	200.00
5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Step-Up	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	268,730.45
2000-2999: Classified Personnel Salaries	Title I	18,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,898.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	229.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,915.00
Goal 2	318,919.45
Goal 3	7,648.00

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

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Alejandro Vara	Principal
Andrew Maher	Classroom Teacher
Annie Whiteker	Classroom Teacher
Brent Copeland	Other School Staff
Mercedes Anderson	Other School Staff
Rick Cota	Parent or Community Member
Tina Cota	Parent or Community Member
Alfonso Martinez	Parent or Community Member
Madisyn Plunkett-Russell	Secondary Student
Sophie Pavon	Secondary Student

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 5/28/24.

Attested:

	Principal, Alejandro Vara on 5/31/24
	SSC Chairperson, Andrew Maher on 5/31/24