



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
STEAM Academy @ La Presa	37-68197-0132431	May 16, 2024	June 25, 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 STEAM Academy @ La Presa for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your STEAM Academy @ La Presa consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 12, 2024 @ 9:00AM. ELAC #4 Meeting: May 10, 2024
- SSC # 4 Meeting, April 11, 2024 @ 3:15PM; SSC #5 Meeting, May 16, 2024 @ 3:15PM
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: April 11, 2024 @ 7:10 AM
- Other meetings where the 2024-25 SPSA goals and metrics were discussed, Department Chair: March 21st @ 7:10AM; PTSA: March 19, 2024 @ 6:00PM Coffee with the Principal: April 29, 2024

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

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.

While we maintained ,we are still 43 points below the standard. Math interventions built into the school day are focused on the lowest performing students and ELLs. Based on the data, we need to include interventions school wide in order for all students to improve performance.

Chronic Absenteeism increased by 1%, we are currently at 39% overall: We have a very transient population where some students are caring for younger siblings and do not come to school. We have a dedicated Social Worker who focuses on our chronic absentee students where phone calls, meetings, and home visits are a priority.

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.

SWD performed very low (120 points below standard) in ELA: We have continued to offer SAI English classes for those who have the most needs. We also do data chats in all classes based on iReady performance. Our White and Homeless population have a higher suspension rate: We have a low population of unhoused students, 54 total students in this group, so even 1 suspension would seem to skew the percentages. Our white population is 70 students; their rate of suspension increased by 5%. We will have targeted check ins with our social worker and utilize the Mindfulness curriculum with Renee Lewis.

Other Needs

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

We also use the iReady data and diagnostic to monitor progress of all of our students. In addition, we are analyzing classroom grades, specifically 'F's to address teacher efficacy and student achievement. This will drive our targeted interventions and will inform our afterschool teacher tutoring.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level STEAM Academy @ La Presa. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.14%	1	0	1
African American	9.7%	10.04%	10.86%	80	78	78
Asian	0.9%	0.77%	1.67%	7	6	12
Filipino	4.6%	5.79%	4.46%	38	45	32
Hispanic/Latino	71.7%	70.53%	69.92%	594	548	502
Pacific Islander	0.6%	0.13%	0.42%	5	1	3
White	9.3%	9.65%	8.91%	77	75	64
Multiple/No Response	3.1%	3.09%	3.62%	26	24	26
Total Enrollment				828	777	718

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	32	33	
Grade 5	67	46	39
Grade 6	105	95	76
Grade 7	330	287	321
Grade 8	294	316	282
Total Enrollment	828	777	718

Conclusions based on this data:

1. STEAM used to be grades 4-8, and we recently lost 4th grade. Our fifth grade is only one class and sixth grade is only two classes, so we have dropped enrollment as we've dropped grade levels.
2. We see our population growing as we are adding a full group of sixth graders next year. We are looking at possible increasing to 244 sixth grade students from our current 55 students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	241	221	178	29.1%	28.4%	24.8%
Fluent English Proficient (FEP)	185	163	173	22.3%	21.0%	24.1%
Reclassified Fluent English Proficient (RFEP)	13		37	5.4%		17.9%

Conclusions based on this data:

1. Our English Learner population is the highest in the district even though our numbers are decreasing. We work with our ABI teacher to monitor and have data chats with students to specifically explain the RFEP monitoring and its importance.
2. Our community is consistently changing with families moving in and out, and the students with whom we work all year have a greater chance of RFEPing with all our interventions.
3. With the addition of sixth grade next year, these numbers should all increase.

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			% 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 4	32	37		0	36		0	36		0.0	97.3	
Grade 5	66	53	37	0	52	37	0	52	37	0.0	98.1	100.0
Grade 6	104	100	75	0	99	74	0	99	74	0.0	99.0	98.7
Grade 7	319	282	316	0	276	311	0	276	311	0.0	97.9	98.4
Grade 8	294	289	284	0	287	273	0	287	273	0.0	99.3	96.1
All Grades	815	761	712	0	750	695	0	750	695	0.0	98.6	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2458.			27.78			19.44			19.44			33.33	
Grade 5		2460.	2478.		9.62	21.62		23.08	18.92		21.15	18.92		46.15	40.54
Grade 6		2511.	2509.		13.13	10.81		29.29	36.49		32.32	27.03		25.25	25.68
Grade 7		2515.	2518.		7.97	11.25		28.62	27.65		31.52	25.72		31.88	35.37
Grade 8		2525.	2534.		10.80	8.06		27.53	29.30		26.48	31.14		35.19	31.50
All Grades	N/A	N/A	N/A		10.80	10.50		27.47	28.78		28.40	27.63		33.33	33.09

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 4		22.22			61.11			16.67	
Grade 5		11.54	13.51		63.46	54.05		25.00	32.43
Grade 6		17.17	9.46		61.62	66.22		21.21	24.32
Grade 7		15.22	10.29		61.96	63.34		22.83	26.37
Grade 8		14.98	10.99		50.87	56.78		34.15	32.23
All Grades		15.47	10.65		57.73	60.58		26.80	28.78

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 4		16.67			47.22			36.11	
Grade 5		3.85	16.22		65.38	56.76		30.77	27.03
Grade 6		8.08	8.11		52.53	59.46		39.39	32.43
Grade 7		9.06	16.13		51.45	50.00		39.49	33.87
Grade 8		7.32	8.42		50.17	56.41		42.51	35.16
All Grades		8.27	12.25		51.87	53.89		39.87	33.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		11.11			66.67			22.22	
Grade 5		7.69	8.11		69.23	67.57		23.08	24.32
Grade 6		11.11	8.11		77.78	79.73		11.11	12.16
Grade 7		9.06	11.25		76.45	72.67		14.49	16.08
Grade 8		14.63	12.09		70.73	74.73		14.63	13.19
All Grades		11.47	11.08		73.47	73.96		15.07	14.96

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 4		19.44			52.78			27.78	
Grade 5		15.38	10.81		51.92	67.57		32.69	21.62
Grade 6		20.20	10.81		67.68	71.62		12.12	17.57
Grade 7		11.59	18.01		67.75	60.45		20.65	21.54
Grade 8		15.33	12.82		64.46	69.96		20.21	17.22
All Grades		14.80	14.82		64.67	65.76		20.53	19.42

Conclusions based on this data:

1. Large percentage of students (29%) in 21-22 increased to (36%) in 22-23 in 6th grade who exceeded and met standard in English/Language Arts. We project a similar increase for next school year.
2. Over 60% of 7th grade students were at or near standard with a 2% increase from 21-22 to 22-23.
3. The total number of students below standard in writing decreased from 39% to 33%. With the focus on short-constructed responses, we expect to increase in writing proficiency.

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			% 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 4	32	37		0	36		0	36		0.0	97.3	
Grade 5	66	53	37	0	53	37	0	53	37	0.0	100.0	100.0
Grade 6	104	100	75	0	99	75	0	99	75	0.0	99.0	100.0
Grade 7	319	282	316	0	277	311	0	277	311	0.0	98.2	98.4
Grade 8	295	290	284	0	287	275	0	287	275	0.0	99.0	96.8
All Grades	816	762	712	0	752	698	0	752	698	0.0	98.7	98.0

* 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 4		2458.			11.11			27.78			30.56			30.56	
Grade 5		2442.	2470.		5.66	16.22		16.98	13.51		22.64	29.73		54.72	40.54
Grade 6		2512.	2517.		16.16	17.33		19.19	26.67		32.32	25.33		32.32	30.67
Grade 7		2497.	2508.		11.19	13.50		14.08	17.36		26.35	28.94		48.38	40.19
Grade 8		2564.	2548.		26.48	21.09		17.42	16.73		24.39	24.00		31.71	38.18
All Grades	N/A	N/A	N/A		17.29	17.05		16.89	17.91		26.33	26.65		39.49	38.40

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 4		16.67			58.33			25.00	
Grade 5		3.77	13.51		37.74	40.54		58.49	45.95
Grade 6		11.11	17.33		53.54	52.00		35.35	30.67
Grade 7		13.00	18.01		44.77	44.37		42.24	37.62
Grade 8		36.59	26.55		39.37	41.45		24.04	32.00
All Grades		21.28	21.06		44.02	43.84		34.71	35.10

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 4		13.89			50.00			36.11	
Grade 5		5.66	10.81		54.72	43.24		39.62	45.95
Grade 6		11.11	13.33		53.54	53.33		35.35	33.33
Grade 7		9.03	9.32		50.54	53.05		40.43	37.62
Grade 8		17.42	17.45		51.22	50.91		31.36	31.64
All Grades		12.50	13.04		51.46	51.72		36.04	35.24

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 4		16.67			52.78			30.56	
Grade 5		5.66	10.81		43.40	56.76		50.94	32.43
Grade 6		16.16	17.33		60.61	58.67		23.23	24.00
Grade 7		8.66	8.04		61.37	68.81		29.96	23.15
Grade 8		21.60	13.09		54.36	61.45		24.04	25.45
All Grades		14.76	11.17		56.91	64.18		28.32	24.64

Conclusions based on this data:

1. Our 5th, 6th, and 7th grade students all made improvement in their overall score percentages in math.
2. Sixth and 7th grade had a significant decrease in the number of students not meeting standard (8%).
3. With 80 minute blocks every day, we are hopeful that interventions will be done during the class period to address overall performance.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*		*	*		*	*		10	7	
5	1552.9	1530.7	*	1564.1	1531.9	*	1541.2	1529.0	*	20	14	8
6	1536.8	1557.0	1533.8	1545.4	1559.9	1528.9	1527.8	1553.9	1538.3	30	21	19
7	1540.9	1568.3	1567.4	1549.5	1569.8	1568.5	1531.9	1566.4	1565.7	86	85	71
8	1568.2	1578.3	1577.9	1587.0	1591.0	1584.0	1549.1	1565.2	1571.3	77	68	73
All Grades										223	195	171

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
4	*	*		*	*		*	*		*	*		*	*	
5	40.00	35.71	*	40.00	42.86	*	10.00	7.14	*	10.00	14.29	*	20	14	*
6	20.00	33.33	21.05	40.00	52.38	47.37	36.67	14.29	21.05	3.33	0.00	10.53	30	21	19
7	20.93	40.48	36.62	37.21	35.71	40.85	31.40	20.24	14.08	10.47	3.57	8.45	86	84	71
8	31.17	34.33	41.10	37.66	47.76	42.47	20.78	10.45	10.96	10.39	7.46	5.48	77	67	73
All Grades	25.56	36.79	38.01	39.46	42.49	42.11	26.01	15.54	12.87	8.97	5.18	7.02	223	193	171

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
4	*	*		*	*		*	*		*	*		*	*	
5	70.00	64.29	*	20.00	21.43	*	10.00	0.00	*	0.00	14.29	*	20	14	*
6	43.33	66.67	36.84	43.33	28.57	47.37	13.33	4.76	5.26	0.00	0.00	10.53	30	21	19
7	44.19	51.19	47.89	40.70	38.10	36.62	10.47	9.52	11.27	4.65	1.19	4.23	86	84	71
8	51.95	53.73	57.53	29.87	34.33	28.77	15.58	4.48	8.22	2.60	7.46	5.48	77	67	73
All Grades	49.78	54.40	52.05	34.53	34.72	33.92	13.00	6.74	8.77	2.69	4.15	5.26	223	193	171

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
4	*	*		*	*		*	*		*	*		*	*	
5	20.00	7.14	*	20.00	28.57	*	50.00	50.00	*	10.00	14.29	*	20	14	*
6	10.00	9.52	15.79	13.33	42.86	21.05	43.33	38.10	42.11	33.33	9.52	21.05	30	21	19
7	5.81	22.62	22.54	27.91	34.52	33.80	33.72	34.52	29.58	32.56	8.33	14.08	86	84	71
8	9.09	20.90	20.55	28.57	28.36	41.10	38.96	37.31	30.14	23.38	13.43	8.22	77	67	73
All Grades	8.52	18.65	20.47	26.46	33.16	34.50	38.57	37.82	33.33	26.46	10.36	11.70	223	193	171

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
4	*	*		*	*		*	*		*	*	
5	35.00	14.29	*	60.00	71.43	*	5.00	14.29	*	20	14	*
6	20.00	23.81	15.79	56.67	76.19	78.95	23.33	0.00	5.26	30	21	19
7	9.30	16.67	23.94	73.26	76.19	71.83	17.44	7.14	4.23	86	84	71
8	28.57	23.88	31.51	57.14	62.69	63.01	14.29	13.43	5.48	77	67	73
All Grades	21.08	21.24	26.90	63.68	69.95	68.42	15.25	8.81	4.68	223	193	171

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
4	*	*		*	*		*	*		*	*	
5	85.00	85.71	*	15.00	0.00	*	0.00	14.29	*	20	14	*
6	86.67	66.67	57.89	13.33	33.33	26.32	0.00	0.00	15.79	30	21	19
7	83.13	77.38	74.65	13.25	20.24	19.72	3.61	2.38	5.63	83	84	71
8	76.71	71.64	73.61	20.55	22.39	22.22	2.74	5.97	4.17	73	67	72
All Grades	80.09	73.58	73.53	17.59	22.28	20.59	2.31	4.15	5.88	216	193	170

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
4	*	*		*	*		*	*		*	*	
5	15.00	14.29	*	70.00	57.14	*	15.00	28.57	*	20	14	*
6	13.33	19.05	15.79	33.33	57.14	47.37	53.33	23.81	36.84	30	21	19
7	16.47	28.57	30.99	29.41	51.19	39.44	54.12	20.24	29.58	85	84	71
8	24.68	29.85	38.36	33.77	49.25	36.99	41.56	20.90	24.66	77	67	73
All Grades	18.02	25.91	32.16	37.84	52.33	40.94	44.14	21.76	26.90	222	193	171

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
4	*	*		*	*		*	*		*	*	
5	10.00	14.29	*	80.00	71.43	*	10.00	14.29	*	20	14	*
6	16.67	19.05	36.84	80.00	80.95	52.63	3.33	0.00	10.53	30	21	19
7	8.14	19.05	22.54	74.42	79.76	67.61	17.44	1.19	9.86	86	84	71
8	2.60	1.49	6.85	87.01	91.04	87.67	10.39	7.46	5.48	77	67	73
All Grades	7.17	13.47	16.96	81.17	82.38	75.44	11.66	4.15	7.60	223	193	171

Conclusions based on this data:

1. In 21-22, over 64% of students have scored a 4 which is proficient. A very low percentage of students scored a level 1.
2. We are currently holding targeted intervention using our ABI and Advisory as well as ELOP tutoring and we project an increase in proficiency in ELPAC.
3. Moving into 23-24, all ELs will still have designated ELD as well as an elective which could help them stay connected to school and increase their overall performance.

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
718	81.3	24.8	0.4
Total Number of Students enrolled in STEAM Academy @ La Presa.	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	178	24.8
Foster Youth	3	0.4
Homeless	49	6.8
Socioeconomically Disadvantaged	584	81.3
Students with Disabilities	131	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	78	10.9
American Indian	1	0.1
Asian	12	1.7
Filipino	32	4.5
Hispanic	502	69.9
Two or More Races	26	3.6
Pacific Islander	3	0.4
White	64	8.9

Conclusions based on this data:

1. We have a population of students with high needs in all areas: social-emotional, academic, and socio-economic challenges.
2. Additional staff have been put in place (2 counselors, social worker, psych, 2 APs, ABI) to help support our high-needs population of students.
3. We have access to outside support services for housing, basic needs, and counseling.

School and Student Performance Data

Overall Performance

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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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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. It appears that our designated ELD classes are working well for the benefit of our students as they are in the yellow.
2. We need to continue to address our chronic absenteeism with outside resources in order to better serve our students. We are hopeful with the addition of a Community Schools Grant that students and families will see the importance of school as a whole. We will also better serve the whole child/whole family.

3. Our suspension rates have fallen because of the addition of a program called "Diversion" which gives students the opportunity to reflect and not make the same mistakes.

School and Student Performance Data

Academic Performance English Language Arts

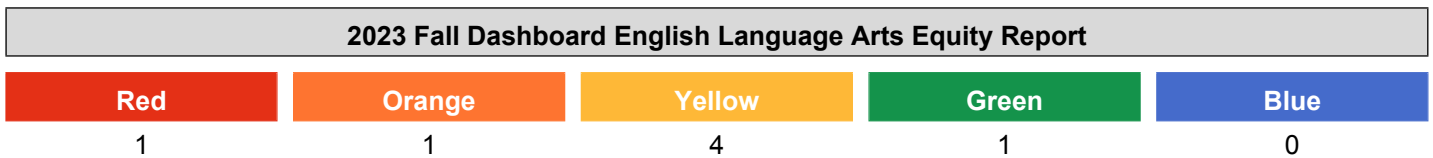
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 29.3 points below standard Increased +4.5 points 654 Students	<p>English Learners</p>  Yellow 55.8 points below standard Increased +3.9 points 264 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p>  Orange 87 points below standard Increased +13.3 points 40 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 40.5 points below standard Increased +5.3 points 531 Students	<p>Students with Disabilities</p>  Red 120.1 points below standard Maintained +2.9 points 122 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 31.7 points below standard Increased +5.3 points 66 Students	Less than 11 Students 1 Student	17.5 points below standard 11 Students	13.3 points above standard Decreased -8.5 points 29 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.7 points below standard Increased +4 points 460 Students	9 points below standard Increased +12.3 points 24 Students	Less than 11 Students 3 Students	 Green 21.2 points above standard Increased +8.2 points 61 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
98.4 points below standard Decreased Significantly -26.2 points 134 Students	11.8 points below standard Increased Significantly +27.3 points 130 Students	16.9 points below standard Increased +6.4 points 326 Students

Conclusions based on this data:

1. All student populations either maintained or improved in their English Language Arts scores including our RFEP students; however, the current ELs are scoring far below their RFEP counterparts.
2. We need to address the learning of ELs across subject areas so that they are using the language to perform better on the tests.
3. Subgroup of AAs and Hispanic students both increased, but they are still several points below standard in ELA.

School and Student Performance Data

Academic Performance Mathematics

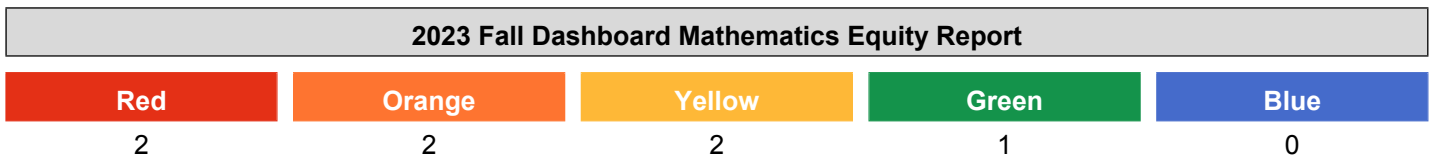
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 43.2 points below standard Maintained -1.5 points 651 Students	English Learners  Yellow 71.6 points below standard Increased +9.5 points 263 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Red 126.3 points below standard Decreased Significantly -25.6 points 40 Students	Socioeconomically Disadvantaged  Orange 57.4 points below standard Maintained +1 points 528 Students	Students with Disabilities  Red 147.5 points below standard Decreased Significantly -17.7 points 121 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 30.4 points below standard Increased +12.1 points 66 Students	Less than 11 Students 1 Student	29.5 points below standard 11 Students	17.9 points above standard Maintained -2.8 points 29 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.2 points below standard Maintained -1.5 points 457 Students	22 points below standard Decreased Significantly - 33.1 points 24 Students	Less than 11 Students 3 Students	 Green 19.6 points above standard Maintained -2.3 points 61 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
118.9 points below standard Decreased Significantly -23.9 points 134 Students	22.5 points below standard Increased Significantly +36 points 129 Students	30.9 points below standard Decreased -7.5 points 324 Students

Conclusions based on this data:

1. In math, our ELs increased their percentage, but they still remain over 70 points below standard. This year, we have had our ABI teacher working with ELs specifically in math, and we hope to see these numbers improve.
2. Our SWD our 147.5 points below standard and they decreased their performance in math. We have SAI math classes and push-in math classes with paras, but something needs to shift.
3. Our Hispanic students, our highest population, is almost 60 points below standard and not showing improvement. Our 80 minute math blocks will need to provide intervention in the classroom setting.

School and Student Performance Data

Academic Performance English Learner Progress

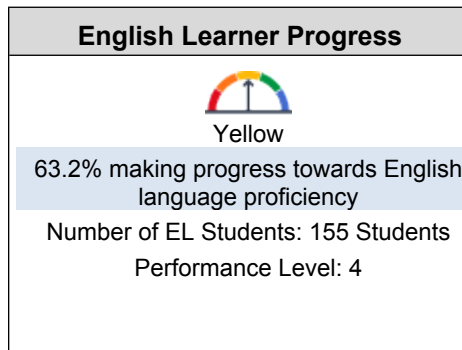
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
26	31	26	72

Conclusions based on this data:

1. This data shows that 72 students increased one level, 26 maintained level 4, and 31 maintained at Levels 1, 2, and 3. However 26 students decrease their score on the ELPAC.
2. More than 80% of EL students increased or maintained their levels which we largely attribute to our targeted interventions and our ABI math class.

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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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 39.3% Chronically Absent Increased 1.1 764 Students	 Red 41.7% Chronically Absent Increased Significantly 3.1 223 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 58.5% Chronically Absent Increased 2 53 Students	 Orange 42.1% Chronically Absent Declined -1.9 622 Students	 Orange 47.2% Chronically Absent Declined -4.3 142 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.9% Chronically Absent Declined -8.3 83 Students	Less than 11 Students 1 Student	15.4% Chronically Absent 0 13 Students	 Red 21.2% Chronically Absent Increased 12.7 33 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 44.8% Chronically Absent Increased 0.9 534 Students	30% Chronically Absent Increased 3.1 30 Students	Less than 11 Students 3 Students	 Red 26.9% Chronically Absent Increased 5.6 67 Students

Conclusions based on this data:

1. Because of our transient population, students come and go regularly, and we need to continue to work on getting them all to school everyday. Our numbers are all in the red for SocioEconomic and AA students who are both in orange.
2. Our social worker is dedicated to the improvement of our overall attendance, and she works tirelessly to focus on positive trends as well as getting students who are truant/absent to come to school.
3. With the implementation of our Community Schools Grant, our school would be a one-stop shop for families to get all their needs met in one place; therefore, students will get many services on site which would hopefully increase our overall attendance percentages.

School and Student Performance Data

Conditions & Climate Suspension Rate

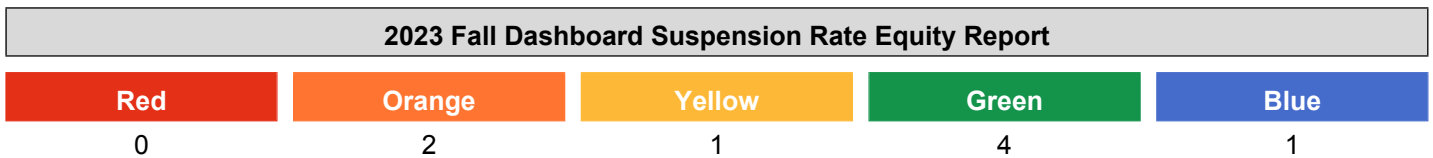
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6.6% suspended at least one day</p> <p>Declined -0.6 775 Students</p>	<p>English Learners</p> <p>Green</p> <p>6.7% suspended at least one day</p> <p>Declined Significantly -3.4 224 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 6 Students</p>
<p>Homeless</p> <p>Orange</p> <p>11.1% suspended at least one day</p> <p>Increased 1.4 54 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7% suspended at least one day</p> <p>Declined -1.8 631 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>11% suspended at least one day</p> <p>Declined -1 145 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 5.8% suspended at least one day Declined -5.7 86 Students	Less than 11 Students 1 Student	7.7% suspended at least one day 13 Students	 Blue 0% suspended at least one day Declined -4.2 33 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.2% suspended at least one day Declined -0.7 539 Students	3.3% suspended at least one day Increased 3.3 30 Students	Less than 11 Students 3 Students	 Orange 7.1% suspended at least one day Increased 4.8 70 Students

Conclusions based on this data:

1. All students have the opportunity to participate in Diversion in lieu of a suspensions which has dramatically decreased our suspension rates.
2. As we focus on restorative practices, we strive to keep students in school working on their decision-making process and social development.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 5-8 meeting standard on SBAC (ELA) will increase from 38% to 41% (minimum of 3% increase).

The percentage of English Learners in Grades 5-8 meeting standard on SBAC (ELA) will increase from 20% to 28% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 5-8 meeting standard on SBAC (ELA) will increase from 32% to 40% (minimum of 8% increase).

The percentage of students with disabilities in Grades 5-8 meeting standard on SBAC (ELA) will increase from 32% to 40% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 31% to 34% (minimum of 3% increase).

The percentage of English Learners in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 7% to 15% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 26% to 34% (minimum of 8% increase).

The percentage of students with disabilities in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 2% to 10% (minimum of 8% increase).

The percentage of Homeless Youth in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 0% to 8% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. <ul style="list-style-type: none"> Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective commitments all 	All departments are currently working in PLC groups. Through SLD staff is guided through each learning cycle which facilitates and supports the PLC Cycle. Collect PLC Notes, Admin walkthroughs.	PLC groups are successful overall, we will increase accountability by providing a shared drive for PLC teams to submit notes, CFA's and best practices discussed during PLC.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.</p> <ul style="list-style-type: none"> PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention, and we will focus on the use of CFA's: Common Formative Assessments and i-Ready. 			
Two to three teacher, two times per week for Homework Club 1000-1999: Certificated Personnel Salaries LCFF 5500	<p>Provide after school supplemental instruction for students to support their learning of the Common Core Standards.</p> <ul style="list-style-type: none"> Provide two to three teachers after school in Homework Center in our STEAM Library. 	Jupiter Grades, Google Classroom.	Homework center provides a quiet environment for students with classroom teachers available for support. Students drop in and out, there is no data to support improvement.	<p>Modify</p> <p>Homework Center will continue to be available for students who need a quiet environment and support, we will add an additional day. However, homework center will be staffed with Paraprofessionals and teachers will have the opportunity to offer tutoring to their own students where an individual plan will be provided and data can be collected.</p>
	Teachers will focus on aligning curriculum, instructional	Observations, teacher evaluations and data chats.	The majority of the teaching staff is	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>practice, and assessments with LMSV Essential Standards.</p> <ul style="list-style-type: none"> Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of the ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. Grade-level teams and departments will use standards unwrapping resources to identify targets, determine common formative assessments, and plan instruction. 		successful in aligning curriculum and using data to drive instruction.	
	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> SAI teachers will ensure that students receive appropriate services and utilize 	Jupiter grades, students being mainstreamed, trimester grades and notes from their meetings.	Our SWD math scores are not looking good. I don't think SAI and Gen Ed teachers are working together as closely as they should.	<p>Modify</p> <p>Special Ed teachers will be part of the Gen Ed PLC groups in order to facilitate communication and streamline planning.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>instructional materials targeted to meet individual student needs.</p> <ul style="list-style-type: none"> SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress with co-teaching as a goal. SBAC and District benchmark data will be analyzed by our Counselor or Academic/Behavior Intervention teacher to determine placement in intensive intervention program. 			
<p>Julia Gabaldon - Academic and Behavior Intervention Teacher @ .4 of salary (STEAM charge); remaining .6 and 6/5th by District 1000-1999: Certificated Personnel Salaries Title I 55,200.00</p> <p>Craig Miller 1000-1999: Certificated Personnel Salaries Title I 137000.00</p>	<p>We will provide an Academic Intervention Teacher to support "at risk" students grades 7-8 in ELD</p> <ul style="list-style-type: none"> Collect data on assessments and identify "at risk" students to benefit from small group instruction.. 	<p>We are using iReady data, grades, and overall improvement to decide how the ABI teacher has made a positive impact for students.</p> <p>Our other ABI teacher was focused more on behavior, but we have not seen a decrease in referrals or discipline.</p>	<p>Julia is working with small groups of ELs on improving their scores on assessments. She is data-driven in her approach.</p> <p>Craig was very much focused on behavior and discipline, and our intent was to have it be more restorative, which it wasn't.</p>	<p>Modify</p> <p>Julia will continue to be funded 40% by the site to work with ELs</p> <p>Craig Miller's position is being cut 100%.</p>

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

We had two ABI teachers: one who focused on academics and one who focused on behaviors.

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.

Because the ABI for behaviors wasn't able to help with academics as much as we hoped for, we are eliminating our ABI Behavior position.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 5-8 meeting standard on SBAC (Math) will increase from 27% to 30% (minimum of 3% increase).

The percentage of English Learners in Grades 5-8 meeting standard on SBAC (Math) will increase from 7% to 15% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 5-8 meeting standard on SBAC (Math) will increase from 27 to 35% (minimum of 8% increase).

The percentage of students with disabilities in Grades 5-8 meeting standard on SBAC (Math) will increase from 1 to 9% (minimum of 8% increase).

Homeless Youth

Local Assessments:

The percentage of all students in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 26% to 29% (minimum of 3% increase).

The percentage of English Learners in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 7% to 15% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 22% to 30% (minimum of 8% increase).

The percentage of students with disabilities in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 3% to 11% (minimum of 8% increase).

The percentage of Homeless Youth in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 0% to 8% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. <ul style="list-style-type: none"> Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective commitments all members of the PLC share for the 	Meetings every week where admin did walkthroughs. Collect PLC notes.	Teams have not always turned in notes, and we are establishing a new protocol to collect their notes.	Modify New Protocol to collect notes for accountability. Shared Drive for sign on sheets and materials.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>achievement of all students and to increase effective instruction in each and every classroom.</p> <ul style="list-style-type: none"> • PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student. • Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention, and we will focus on the use of CFA's: Common Formative Assessments and iReady. 			
	<p>Teachers will focus on aligning curriculum, instructional practice, and assessments with LMSV Essential Standards.</p> <ul style="list-style-type: none"> • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of 	Sign up sheets and participation notes.	Teachers are able to collaborate with colleagues across the district and share best practices.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>the Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.</p> <ul style="list-style-type: none"> Grade-level teams and departments will use standards unwrapping resources to identify targets, determine common formative assessments, and plan instruction. Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise. 			
	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. SBAC and District benchmark data will be analyzed by 	IEP meetings and notes. ABI teacher determines placement in various programs.	SAI and GenEd teachers do not meet as regularly as they should to plan instruction and review student progress.	Modify SAI and Gen Ed teachers will now collaborate during PLC and department meetings.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	our Counselor or Academic/Behavior Intervention teacher to determine placement in intensive intervention program.			
	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> Grade-level teams and departments will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards. Grade-level teams and departments will plan and implement Tier 2 interventions for students not mastering essential Math standards. SBAC and District benchmark data will be analyzed by Counselor, IDS teacher, and Academic/Behavior Resource teacher to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment. 	Scheduling, grade monitoring, data chats.	Placement is successfully made based on data. Improvement of differentiated instruction and interventions is on going as well as lesson reflection and data driven assessments.	Continue

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

Plan was implemented as written.

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.

Minor modifications to procedures.

Goal #3

The percentage of students who are chronically absent from school will decrease by 5% each year. Students with Disabilities and Students identified as Homeless will reduce chronic absenteeism rate by 10%

Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA	
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>Craig Miller - Academic, Behavior, and Intervention teacher 1000-1999: Certificated Personnel Salaries Title I 137057.57</p>	<p>Classroom teachers, Academic Behavior Instructional Teachers, counselors, social worker and the Student Study Team (SST) will work collaboratively to develop, implement, and monitor Behavior Plans to support students towards increasing daily attendance and engagement.</p>	<p>Referrals, restorative conversations, suspension rates, diversion referrals. Also we meet as an SST every week to discuss how to help students falling behind.</p>	<p>It is a very punitive approach to changing student behavior versus a restorative approach. Suspensions during the first two trimesters decreased by 3% but began to increase for trimester 3.</p>	<p>Discontinue Intervention Coach did not have a positive impact on academics.</p>
<p>Character Education Curriculum 4000-4999: Books And Supplies Title I 5000</p> <p>Character Education Curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I 5000</p>	<p>Character Education</p> <ul style="list-style-type: none"> Continue implementing anti-bullying programs, and other Character Education programs like Boys to Men, Fancy, Second Step, and Social Emotional Learning 	<p>Monitor Second Step Participation Empathy Interviews to gage success of character education programs.</p>	<p>Students consistently participate in the programs.</p>	<p>Continue</p>
<p>Student Planners/Agendas/Calendars for student organization and parent communication 4000-4999: Books And Supplies Title I 3,500</p>	<p>Put system in place to work with parents of chronically absent students.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices). Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 	<p>Our SW reaches out to families of chronically absent students and builds relationships with them. She is consistently monitoring attendance and doing home visits and phone calls.</p> <p>All students are provided with a planner.</p> <p>We work with Student Supports for attendance incentives and DART meetings.</p>	<p>We should be having more SART meetings to find the barriers for students accessing school and the curriculum.</p>	<p>Modify Social Worker will work closely with our most truant population, to address Executive Functions and school connectedness in order to preempt truancy.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>5-9%, students missing 10-19%, and students missing 20% or more).</p> <ul style="list-style-type: none"> • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. Provide student calendars/agendas /planners for organization and communication. • Work with Student Supports (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Work with assigned Social Worker to improve student attendance rates. • Providing incentives for improvement for chronically absent students. 			
<p>Materials for engineering course 4000-4999: Books And Supplies LCFF 6000</p> <p>PLTW annual license, participation fee, and training fee. 5800: Professional/Con</p>	<p>Investigate and implement high interest student clubs, activities, and classes before, during, and after school to increase attendance and student engagement.</p> <ul style="list-style-type: none"> • Work with certificated teachers/staff members to offer engaging student clubs/activities on campus. 	Grades, Student interest and class request.	Engineering is a highly desirable elective, student thrive and there are very few students if any with a low grade in these classes.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
sulting Services And Operating Expenditures LCFF 4000	<ul style="list-style-type: none"> Provide Project Lead the Way (PLTW) Engineering Courses during the school year 			
Food, refreshments for parent meetings 0000: Unrestricted Title I 2000	<p>To insure our parents are partners, parent education and training will be offered.</p> <ul style="list-style-type: none"> Hold a variety of parent events establishing relationships with school staff. Work with District staff to provide training for ELAC and SSC. Work with District staff to determine and implement best practices in parent education. Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. After School Supplies/Food for non-mandated Parent Events will be purchased. 	Parent involvement, sign in sheets.	Parents were consistently attending meetings and participated in activities.	Continue

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

There were no major differences and we followed the plan.

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

We have decided to not fund the ABI position that was focused on behaviors because it was punitive based and less restorative.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from 7% to 5% (minimum of 2%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Character Education <ul style="list-style-type: none"> • Continue implementing anti-bullying programs, and other Character Education programs like Boys to Men, Fancy, Second Step, and Social Emotional Learning 	Program participation, student connectedness to school through Empathy Interviews.	Students have an opportunity to develop their voice and work on their character development.	Continue
Classified Community Liaison/Promotor a (paid by 22-23 carryover) 2000-2999: Classified Personnel Salaries Title 1 Carryover 45000 Classified Staff 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2,951.43	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: <ul style="list-style-type: none"> planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students coordinating without outside organizations and assist parents in utilizing community service and other resources serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school 	NA	Did not hire.	Modify We will continue to use the district parent liaison but will not pursue a site based parent liaison.

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

We did not hire a site parent liaison this year.

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

We are removing the site parent liaison position from STEAM

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.

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 37% to 42%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 4% to 9%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 37% to 42%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 4% to 9%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 29% to 34%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 7% to 12%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 25% to 30%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 5% to 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

Overall we need to improve in ELA, specifically our EL students, Special Education, and African American students.

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
SBAC ELA Assessment -37 % of students meeting standard (of testing age)	<p>ALL students, Grades 6-8 - 37%</p> <p>English Learners, Grades 6-8 4%</p> <p>Socioeconomically Disadvantaged Students, Grades 6-8 - 37%</p> <p>Students with Disabilities, Grades 6-8 - 8%</p> <p>Homeless Youth</p>	<p>ALL students, of testing age 42%</p> <p>English Learners, of testing age - 9%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 42%</p> <p>Students with Disabilities, of testing age - 13%</p>
i-Ready ELA Assessment -29 % of students at or above grade level (All grades)	<p>ALL students - 29%</p> <p>English Learners - 7%</p> <p>Socioeconomically Disadvantaged Students - 25%</p> <p>Students with Disabilities - 5%</p>	<p>ALL students - 34%</p> <p>English Learners - 12%</p> <p>Socioeconomically Disadvantaged Students - x30%</p> <p>Students with Disabilities - x10%</p>

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	<p>Continue with strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective commitments all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention, and we will focus on the use of CFA's: Common Formative Assessments and i-Ready. 	All students	
1.2	We will strengthen our departments and teacher efficacy by building a strong Instructional Leadership Team and community building with staff.	All students	6500 Title I 5000-5999: Services And Other Operating Expenditures

			Community Building
1.3	<p>Teachers will focus on aligning curriculum, instructional practice, and assessments with LMSV Essential Standards.</p> <ul style="list-style-type: none"> Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of the ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. Grade-level teams and departments will use standards unwrapping resources to identify targets, determine common formative assessments, and plan instruction. <p>Quizziz to help with language arts</p>	All students	4600 Title I 5000-5999: Services And Other Operating Expenditures Quizziz
1.4	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress with co-teaching as a goal. SBAC and District benchmark data will be analyzed by our Counselor or Academic/Behavior Intervention teacher to determine placement in intensive intervention program. Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension). 	Students with Disabilities	
1.5	<p>We will provide an Intervention Teacher to support "at risk" students grades 7-8 in ELD</p> <ul style="list-style-type: none"> Fund an Intervention Teacher to work with classroom teachers to assess students in reading. Collect data on assessments and identify "at risk" students to benefit from small group instruction. Work with classroom teachers and school counselor to develop rotation groups throughout the day to improve reading and math. 	English Learners, Students with Disabilities (SWD), Homeless students	68528 Title I 1000-1999: Certificated Personnel Salaries Julia Gabaldon - Academic and Behavior Intervention Teacher @ .4 of salary (STEAM charge); remaining .6 and 6/5th by District

1.6	We will fund academic tutoring in ELA for all students after school two days a week.	English Learners, SWD, African American Students	50000 Title I 1000-1999: Certificated Personnel Salaries Teachers will provide
1.7	We will provide release days for teachers to work effectively in their PLCs on ELA intervention in the classroom.	English Learners, SWD	10000 Title I 1000-1999: Certificated Personnel Salaries Teachers tutoring
1.8	Provide a quiet environment for homework completion. We Will provide one teacher and two paras three days a week after school in our STEAM Library	English Learners, SWD, African American Students,	0100/0105 1000-1999: Certificated Personnel Salaries Teachers for homework center
1.9	Teachers will use age appropriate, standards aligned, engaging materials to promote literacy and bridge learning for students.	6th grade ELA	10000 Title I 4000-4999: Books And Supplies

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.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 27% to 33%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 4% to 9%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 37% to 43%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 4% to 9%

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 26% to 31%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 9% to 14%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 22% to 27%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 5% to 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

Overall we need to improve in math, specifically our EL students and Special Education students.

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
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 6-8 - 27%</p> <p>English Learners, Grades 8-8 - 4%</p> <p>Socioeconomically Disadvantaged Students, Grades 6-8 - 37%</p> <p>Students with Disabilities, Grades 6-8 - 4%</p> <p>Homeless Youth</p>	<p>ALL students of testing age, 33%</p> <p>English Learners, of testing age - 9%</p> <p>Socioeconomically Disadvantaged Students of testing age- 43%</p> <p>Students with Disabilities of testing age - 9%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 26%</p> <p>English Learners - 9%</p> <p>Socioeconomically Disadvantaged Students - 22%</p> <p>Students with Disabilities - 5%</p>	<p>ALL students of testing age - 31%</p> <p>English Learners - 14%</p> <p>Socioeconomically Disadvantaged Students - 27%</p> <p>Students with Disabilities - 10%</p>

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	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective commitments all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention, and we will focus on the use of CFA's: Common Formative Assessments and iReady. 	All students	
2.2	Teachers will focus on aligning curriculum, instructional practice, and assessments with LMSV Essential Standards.	All students	

	<ul style="list-style-type: none"> • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of the Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams and departments will use standards unwrapping resources to identify targets, determine common formative assessments, and plan instruction. • Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise. 		
<p>2.3</p>	<p>We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</p> <ul style="list-style-type: none"> • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC and District benchmark data will be analyzed by our Counselor or Academic/Behavior Intervention teacher to determine placement in intensive intervention program. 	<p>Students with Disabilities</p>	
<p>2.4</p>	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> • Grade-level teams and departments will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards. • Grade-level teams and departments will plan and implement Tier 2 interventions for students not mastering essential Math standards. • SBAC and District benchmark data will be analyzed by Counselor, IDS teacher, and Academic/Behavior Resource teacher to determine placement in intervention program(s) with initial placement made in August of the new school year and 	<p>All students with emphasis on supporting Students with Disabilities (SWD), Homeless students</p>	

	reviewed after each program benchmark assessment.		
2.5	We will fund academic tutoring by teachers in math for all students after school two days a week.	English Learners and SWD	50000 Title I 1000-1999: Certificated Personnel Salaries Teachers will provide tutoring
2.6	We will provide release days for teachers to work effectively in their PLCs on math intervention in the classroom.	English Learners and SWD	
2.7	We will use supplemental math instruction using Delta Math.	All students with emphasis on supporting SWD.	1000 Title I 4000-4999: Books And Supplies
2.8	We will engage students in math using real world math applications through robotics and engineering (Vex and PLTW).	Students in engineering electives.	10150 Title I 5000-5999: Services And Other Operating Expenditures
2.10	We will strengthen our departments and teacher efficacy by building a strong Instructional Leadership Team and community building with staff.		

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.

Student Engagement

The percentage of students who are chronically absent from school will decrease by 1% each year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

All students would benefit from additional support and services for school engagement.

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
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 33%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 5% to 28%.

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	Investigate and implement high interest student clubs, activities, and classes before, during, and after school to increase attendance and student engagement. <ul style="list-style-type: none"> Work with certificated teachers/staff members to offer engaging student clubs/activities on campus. Provide Project Lead the Way (PLTW) Engineering Courses during the school year 	All students with an emphasis on supporting students with Disabilities, Homeless and students of color.	6000 Title I 4000-4999: Books And Supplies Consumables 2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Licensing 2000

			Title I 5800: Professional/Consulting Services And Operating Expenditures Training
3.2	<p>Character Education</p> <ul style="list-style-type: none"> Continue implementing anti-bullying programs like Rachels Challenge, and other Character Education programs like Boys to Men, Fancy, Second Step, and Social Emotional Learning 	All students with emphasis on supporting Students with Disabilities (SWD), Homeless students and students of color.	5000 Title I 4000-4999: Books And Supplies Character Education Curriculum 5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Character Education Curriculum 3600 Title I 5800: Professional/Consulting Services And Operating Expenditures Rachels Challenge
3.3	<p>Put system in place to work with parents of chronically absent students.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices). Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. Provide student calendars/agendas/planners for organization and communication. Work with Student Supports (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. Work with assigned Social Worker to improve student attendance rates. Providing incentives for improvement for chronically absent students. 	All Students with emphasis on supporting Students with Disabilities (SWD), Homeless students	6000 Title I 4000-4999: Books And Supplies Student Planners/Agendas/Calendars for student organization and parent communication
3.4	Investigate and implement high interest student clubs, activities, and classes before, during, and after school to increase attendance and student engagement.	All Students with emphasis on supporting Students with Disabilities (SWD), Homeless students	5000 LCFF 1000-1999: Certificated Personnel Salaries

	<ul style="list-style-type: none"> • Work with certificated teachers/staff members to offer engaging student SEL teambuilding activities on campus. 		
3.5	<p>To insure our parents are partners, parent education and training will be offered.</p> <ul style="list-style-type: none"> • Hold a variety of parent events establishing relationships with school staff. • Work with District staff to provide training for ELAC and SSC. • Work with District staff to determine and implement best practices in parent education. • Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. • After School Supplies/Food for non-mandated Parent Events will be purchased. 	All students	2000 Title I 0000: Unrestricted Food, refreshments for parent meetings
3.6	Provide a learning environment conducive to student engagement and student interactions by providing safe, appropriate seating.	All Students	23,400 Title I 4000-4999: Books And Supplies Chemical resistant science tables.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate increase from 75.79% to 80%%

Growth Mindset from 69.08% to 75%

Self-Management from 90.69%to 95%

Self-Efficacy from 61.98% to 66%

Social Awareness from 72.54% to 77%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning From 85.97% to 88%

Sense of Community From 85% to 88%

Sense of Safety From 83.65% to 86%

The number of students suspended will decrease from 3.94% to 3.%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

Increased need for white and homeless students.

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
SEL Student Survey Results (5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 75.79% Growth Mindset - 69.08% Self-Management- 90.69% Self-Efficacy- 61.98% Social Awareness- 72.54%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 80% Growth Mindset - 75% Self-Management- 95% Self-Efficacy- 66% Social Awareness- 77%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 85.97% Sense of Community - 85% Sense of Safety - 83.65%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 89% Sense of Community -88% Sense of Safety - 86%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 3.94%	The percentage of students suspended will decrease to 3.0%

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
4.1	Character Education <ul style="list-style-type: none"> Continue implementing anti-bullying programs, and other Character Education programs like Boys to Men, Fancy, Second Step, and Social Emotional Learning 	All students, especially our white and homeless students	Title I 5000-5999: Services And Other Operating Expenditures Boys to Men, Fancy, Rachel's Challenge expenses, duplicate cost
4.2	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: <ul style="list-style-type: none"> Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students. Coordinating without outside organizations and assist parents in utilizing community service and other resources. Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school Helping families to understand the importance of attendance and work with them to help their students get to school. 	All students	3412.73 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison - Hired by the district

4.3	Bullying Prevention through Rachel's Challenge Assemblies		3600 Title I 5000-5999: Services And Other Operating Expenditures Rachel's Challenge
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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	\$253,200.73
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$277,790.73
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$269,378.00
Title I Part A: Parent Involvement	\$3,412.73
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$272,790.73

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 (\$)
LCFF	\$5,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$5,000.00

Total of federal, state, and/or local funds for this school: \$277,790.73

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		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
LCFF	5,000.00
Title I	269,378.00
Title I Part A: Parent Involvement	3,412.73

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	183,528.00
2000-2999: Classified Personnel Salaries	3,412.73
4000-4999: Books And Supplies	51,400.00
5000-5999: Services And Other Operating Expenditures	24,850.00
5800: Professional/Consulting Services And Operating Expenditures	12,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	5,000.00
0000: Unrestricted	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	178,528.00

4000-4999: Books And Supplies	Title I	51,400.00
5000-5999: Services And Other Operating Expenditures	Title I	24,850.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,600.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,412.73

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,628.00
Goal 2	61,150.00
Goal 3	60,000.00
Goal 4	7,012.73

School Site Council Membership

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

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

Name of Members

Role

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

Recommendations and Assurances

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


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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2024.

Attested:



Principal, Andrea Radmilovich on May 16, 2024

SSC Chairperson, Ritha Rowe on May 16, 2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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