

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alondra Middle School	19-64873	December 4, 2024	December 17, 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 Alondra Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Alondra's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies/activities) can be referenced to the LCAP's intent. The plan is designed to close the achievement gap.

Goal 1: Elevate deeper learning and college, career, and life readiness

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety: Create Positive School Climate and Environments Conducive to Learning (Chronic Absenteeism and Suspension)

Goal 4: Enhance Family and Community Engagement: Develop Parent and Community Partnerships

Goal 5: Build an Inclusive and Equitable School District:

Additional interventions are needed to assist with closing the achievement gap and ensure that students are improving academically in ELA/ELD and math. Additional interventions will be offered to support students to close the achievement gap. Resources need to be allocated to fund additional support from the sites RSP teachers, Language Assessment Assistant and Instructional Assistants which is needed within the classroom to support students.

The school's attendance plan will focus on supporting chronically absent students that are struggling with attending school and provide schoolwide incentives to recognize students that are attending consistently. All students will be supported within this plan to decrease chronic absences. Resources need to be allocated to address chronic absenteeism and decrease suspensions including student incentives and celebrations.

Additional personnel support is needed to with supervision to ensure a safe and civil school. Resources need to be allocated to provide additional supervision support by our Noon Duty Aides. Also, additional schoolwide behavior support, incentives and celebrations are needed to support students with academic success and deter inappropriate behaviors. Our ATSI focus groups (African American students) will be supported within this plan. Resources will be allocated to support schoolwide incentives and celebrations.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Alondra Middle School developed a one-year (2024-2025) school plan which aligned to the district's goals and incorporated strategies specific to the school site. Throughout the 2023-2024 school year and the 2024-2025 school year, the Instructional Leadership Team, the School Site Council, the English Learner Acquisition Committee, staff and parents reviewed the needs and progress of the school. Student achievement data, student attendance data, and surveys were reviewed as part of the school needs assessment process.

Stakeholder input is continuously sought at Instructional Leadership Team meetings, School Site Council meetings, English Learner Advisory Council (ELAC) meetings, and parent workshops.

A review was also conducted with Alondra staff including teachers and support staff. The team discussed achievement data, uncovered needs, identified goals and actions to focus on for the rest of the year. The proposed schoolwide goals were reviewed.

On August 8th, the staff was updated the 2024 CAASSP results and on August 13th the staff reviewed the 3rd i-Ready diagnostic data was analyzed and used to identify goals.

On September 6th, 2024, the Site Leadership Team reviewed the 2024 CAASSP results and discussed strategies to improve student academics. The team reviewed the 2024 CAASSP scores and identified the need to continue supporting students with ELA and math strategies. Also, with the support of our new block schedule and intervention courses that have been added to this year's course offerings, students have the opportunity to increase their reading, writing, and math skills.

On October 3rd, 2024 a Title I Parent Meeting was held. During the meeting, parents were asked for input on suggestions on how to support student success. Parents suggested that more interventions were needed to support students.

On October 23, 2024 and November 1, 2024, the School Site Council met to discuss the data from 2024 CAASSP and this year's 1st i-Ready diagnostic and they were presented and discussed with the SSC and ELAC committee for their input, suggestions, and ideas to be included in the plan. After reviewing the data, the council recommended to increase interventions to support struggling students and identify ways to increase student recognition and celebrations. During the meetings, discussions were held on how to support students with their academic achievement. The SPSA goals were reviewed and shared with parents and they shared their input.

Spring 2024: Various meetings were held last school year and sought out stakeholder input.

On January 22, 2024, an Instructional Leadership meeting was held and English Learners needs were discussed and identified classroom strategies to support students.

On February 28, 2024, during a staff meeting, ELPAC goals were shared and schoolwide English Learner strategies were shared to support students.

Also in February, a parent meeting was held with our Newcomer student's parents to review schoolwide goals, academic strategies to improve their English skills and support their transition to a new school. A parent workshop was held to discuss schoolwide goals, SBA strategies and intervention opportunities for students.

On March 27, 2024, a parent workshop was held to discuss the schoolwide SPSA goals. During the workshop, parents were informed about CAASSP goals and testing strategies that students can focus on to improve their testing scores.

During February and March, the SSC and ELAC committees met and discussed student academic progress and the use of the i-ready Diagnostic on campus. During the discussion, overall scores were shared and the team agreed that students still continue to have a need for support in ELA and math.

During April and May 2024, the AVID Committee met and discussed the school's AVID plan and the SPSA areas that the school needed to continue to focus on. There is a need to continue schoolwide focus on college and career awareness, implementing WICOR strategies which support the schoolwide SPSA goal in ELA and math, and continue promoting positive school culture.

As a result of the stakeholder involvement and data reviews, Alondra has been able to complete a comprehensive needs assessment. The findings of this needs assessment demonstrated the need to improve student achievement for all students in the areas of language arts and mathematics, and to continue focusing on school climate to increase school connectedness and reduce chronic absenteeism.

Resource Inequities

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

Alondra's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies/activities) can be referenced to the LCAP's intent. The plan is designed to close the achievement gap.

Goal 1: Elevate deeper learning and college, career, and life readiness

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety: Create Positive School Climate and Environments Conducive to Learning (Chronic Absenteeism and Suspension)

Goal 4: Enhance Family and Community Engagement: Develop Parent and Community Partnerships

Goal 5: Build an Inclusive and Equitable School District:

Additional interventions are needed to assist with closing the achievement gap and ensure that students are improving academically in ELA/ELD and math. Additional interventions will be offered to support students including Resources need to be allocated to fund additional support from the sites RSP teachers, Language Assessment Assistant and Instructional Assistants which is needed within the classroom to support students.

The school's attendance plan needs to be revised to support chronically absent students that are struggling with attending school and provide schoolwide incentives to recognize students that are attending consistently. Our focus will be supported within this plan to decrease chronic absences. Resources need to be allocated to address chronic absenteeism and decrease suspensions including student incentives and celebrations.

Additional personnel support is needed to with supervision to ensure a safe and civil school. Resources need to be allocated to provide additional supervision support by our Noon Duty Aides. Also, additional schoolwide behavior support, incentives and celebrations are needed to support students with academic success and deter inappropriate behaviors. Our students will be supported within this plan. Resources will be allocated to support schoolwide incentives and celebrations.

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.

Academic Engagements: Chronic Absenteeism

Orange: 31.8% of the 107 Students with Disabilities are chronically absent.

There was a 9.8% decrease this year. The school's attendance plan needs to be revised to support chronically absent students that are struggling with attending school and provide schoolwide incentives to recognize students that are attending consistently. Our students will supported within this plan to decrease chronic absences. Resources need to be allocated to address chronic absenteeism and decrease suspensions including student incentives and celebrations.

Conditions and Climate: Suspension rate

Orange: 7% of the 831 students were suspended at least one day. This was a 2.3 increase from the previous year, Orange: 7.1% of the 788 Socially Disadvantaged students were suspended at least one day. This was a 2.6 increase from the previous year.

Orange: 4.6% of 109 Students with Disabilities were suspended at least one day. This was a 3 increase from the previous year.
Orange: 6.6% of 753 Hispanic students were suspended at least one day. This was a 2.7 increase from the previous year..

Red: 9.6% of the 208 English Learners were suspended at least one day. This was a 6.2 increase from the previous year.

Additional personnel support is needed to with supervision to ensure a safe and civil school. Resources need to be allocated to provide additional supervision support by our Noon Duty Aides. Also, additional schoolwide behavior support, incentives and celebrations are needed to support students with academic success and deter inappropriate behaviors. Resources will be allocated to support schoolwide incentives and celebrations.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.13%	0	0	1
African American	5.36%	4.36%	4.26%	45	34	32
Asian	1.07%	1.16%	1.06%	9	9	8
Filipino	0.24%	0.39%	0.27%	2	3	2
Hispanic/Latino	90.46%	91.53%	90.82%	759	713	683
Pacific Islander	0.83%	1.16%	1.33%	7	9	10
White	0.95%	0.64%	0.93%	8	5	7
Multiple	1.07%	0.77%	1.06%	9	6	8
Total Enrollment				839	779	752

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	271	263	261
Grade 7	277	251	241
Grade 8	291	265	250
Total Enrollment	839	779	752

Conclusions based on this data:

1. Highest population of students are Hispanic
2. Decrease in student enrollment over the last 3 years
3. Largest grade level is 6th grade

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	191	188	139	21.4%	22.8%	18.5%
Fluent English Proficient (FEP)	329	283	302	39.9%	39.2%	40.2%
Reclassified Fluent English Proficient (RFEP)	308	270	291	7.3%	36.7%	38.7%

Conclusions based on this data:

1. Several EL were reclassified.
2. The site focused on ongoing ELD strategies.
3. The number of EL students continues to decrease.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	233	238	244	227	230	236	227	230	236	97.4	96.6	96.7
Grade 7	327	247	229	313	238	223	313	238	223	95.7	96.4	97.4
Grade 8	264	254	245	255	248	240	255	248	240	96.6	97.6	98
Grade 11												
All Grades	824	739	718	795	716	699	795	716	699	96.5	96.9	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2494.	2510.	2514.	6.61	11.30	9.75	28.19	34.78	37.71	33.04	26.52	27.54	32.16	27.39	25.00
Grade 7	2513.	2505.	2532.	7.35	6.30	6.73	26.20	27.31	40.81	33.87	27.31	29.15	32.59	39.08	23.32
Grade 8	2527.	2534.	2540.	7.06	8.47	7.92	26.27	30.24	33.75	32.94	32.26	30.00	33.73	29.03	28.33
Grade 11															
All Grades	N/A	N/A	N/A	7.04	8.66	8.15	26.79	30.73	37.34	33.33	28.77	28.90	32.83	31.84	25.61

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 6	10.13	13.04	13.14	50.66	57.39	57.20	39.21	29.57	29.66
Grade 7	9.65	7.56	14.80	62.06	58.82	61.43	28.30	33.61	23.77
Grade 8	12.16	8.06	9.58	48.63	55.24	59.58	39.22	36.69	30.83
Grade 11									
All Grades	10.59	9.50	12.45	54.48	57.12	59.37	34.93	33.38	28.18

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.29	13.04	8.90	60.79	56.52	65.68	33.92	30.43	25.42
Grade 7	12.26	13.03	9.42	57.74	55.04	67.71	30.00	31.93	22.87
Grade 8	9.80	16.13	8.75	60.78	58.47	60.83	29.41	25.40	30.42
Grade 11									
All Grades	9.47	14.11	9.01	59.60	56.70	64.66	30.93	29.19	26.32

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.33	8.26	13.14	72.69	79.57	72.88	14.98	12.17	13.98
Grade 7	7.40	7.98	11.66	72.99	72.69	78.48	19.61	19.33	9.87
Grade 8	10.20	12.10	12.08	70.98	74.19	75.00	18.82	13.71	12.92
Grade 11									
All Grades	9.71	9.50	12.30	72.26	75.42	75.39	18.03	15.08	12.30

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	10.13	13.04	18.64	72.69	70.87	66.53	17.18	16.09	14.83
Grade 7	13.14	11.76	15.70	61.86	63.87	67.71	25.00	24.37	16.59
Grade 8	12.16	11.29	17.08	69.80	69.35	67.50	18.04	19.35	15.42
Grade 11									
All Grades	11.96	12.01	17.17	67.51	68.02	67.24	20.53	19.97	15.59
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. More sixth grades demonstrated at the standard exceeded or met levels.
2. More seventh grade students scored in the nearly met or not met levels.
3. Listening and Research/inquiry were the areas with the most students at or near the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	232	238	243	231	235	239	231	235	236	99.6	98.7	98.4
Grade 7	327	247	229	321	244	226	321	244	226	98.2	98.8	98.7
Grade 8	261	254	245	258	252	243	257	252	243	98.9	99.2	99.2
All Grades	820	739	717	810	731	708	809	731	705	98.8	98.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2452.	2462.	2472.	2.60	4.68	5.08	9.09	14.89	11.86	29.44	28.94	32.63	58.87	51.49	50.42
Grade 7	2466.	2465.	2482.	3.43	4.92	7.08	14.02	11.48	14.60	26.79	26.64	26.55	55.76	56.97	51.77
Grade 8	2485.	2492.	2495.	5.06	6.35	9.47	12.06	14.29	9.88	25.68	24.60	21.40	57.20	54.76	59.26
All Grades	N/A	N/A	N/A	3.71	5.34	7.23	11.99	13.54	12.06	27.19	26.68	26.81	57.11	54.45	53.90

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.16	3.83	4.66	35.50	39.15	42.37	62.34	57.02	52.97
Grade 7	5.30	4.92	10.18	41.74	38.52	38.50	52.96	56.56	51.33
Grade 8	5.45	6.35	8.64	45.53	45.24	36.63	49.03	48.41	54.73
All Grades	4.45	5.06	7.80	41.16	41.04	39.15	54.39	53.90	53.05
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.16	5.53	4.66	47.62	48.94	48.73	50.22	45.53	46.61
Grade 7	4.36	4.10	6.64	51.40	50.41	53.10	44.24	45.49	40.27
Grade 8	3.50	6.35	7.00	50.97	49.21	54.32	45.53	44.44	38.68
All Grades	3.46	5.34	6.10	50.19	49.52	52.06	46.35	45.14	41.84
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.46	8.09	5.51	61.47	60.85	64.83	35.06	31.06	29.66
Grade 7	4.67	6.97	5.31	58.88	59.02	66.81	36.45	34.02	27.88
Grade 8	6.23	5.56	7.41	62.26	61.51	60.08	31.52	32.94	32.51
All Grades	4.82	6.84	6.10	60.69	60.47	63.83	34.49	32.69	30.07
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. Eight grade made the highest growth in exceeding or meeting the standards.
2. Seventh graders scored the lowest in exceeding or meeting the standards.

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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1518.2	1524.1	1515.9	1512.1	1518.0	1500.3	1524.0	1529.7	1531.0	57	53	61
7	1516.0	1513.4	1529.5	1512.2	1506.1	1520.0	1519.3	1520.4	1538.4	72	60	40
8	1534.2	1535.3	1540.8	1533.5	1533.0	1533.1	1534.5	1537.1	1548.0	57	50	50
All Grades										186	163	151

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.04	24.53	16.39	42.11	33.96	40.98	26.32	22.64	22.95	17.54	18.87	19.67	57	53	61
7	16.67	10.00	25.00	22.22	38.33	25.00	33.33	26.67	30.00	27.78	25.00	20.00	72	60	40
8	14.04	20.00	22.00	42.11	32.00	36.00	28.07	30.00	26.00	15.79	18.00	16.00	57	50	50
All Grades	15.05	17.79	20.53	34.41	34.97	35.10	29.57	26.38	25.83	20.97	20.86	18.54	186	163	151

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	35.09	33.96	22.95	35.09	43.40	47.54	17.54	7.55	11.48	12.28	15.09	18.03	57	53	61
7	23.61	18.33	45.00	40.28	43.33	20.00	16.67	20.00	20.00	19.44	18.33	15.00	72	60	40
8	28.07	30.00	24.00	43.86	38.00	46.00	12.28	16.00	16.00	15.79	16.00	14.00	57	50	50
All Grades	28.49	26.99	29.14	39.78	41.72	39.74	15.59	14.72	15.23	16.13	16.56	15.89	186	163	151

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1.75	13.21	16.39	22.81	26.42	16.39	47.37	32.08	44.26	28.07	28.30	22.95	57	53	61
7	5.56	1.67	20.00	15.28	21.67	20.00	45.83	40.00	25.00	33.33	36.67	35.00	72	60	40
8	1.75	6.00	10.00	24.56	28.00	32.00	38.60	44.00	34.00	35.09	22.00	24.00	57	50	50
All Grades	3.23	6.75	15.23	20.43	25.15	22.52	44.09	38.65	35.76	32.26	29.45	26.49	186	163	151

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	19.30	16.98	18.33	70.18	64.15	61.67	10.53	18.87	20.00	57	53	60
7	6.94	3.51	29.73	65.28	70.18	37.84	27.78	26.32	32.43	72	57	37
8	19.30	18.37	37.21	63.16	65.31	48.84	17.54	16.33	13.95	57	49	43
All Grades	14.52	12.58	27.14	66.13	66.67	51.43	19.35	20.75	21.43	186	159	140

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	43.86	58.49	44.07	40.35	26.42	35.59	15.79	15.09	20.34	57	53	59
7	45.83	43.33	50.00	36.11	38.33	35.00	18.06	18.33	15.00	72	60	40
8	33.33	46.00	48.00	54.39	38.00	38.00	12.28	16.00	14.00	57	50	50
All Grades	41.40	49.08	46.98	43.01	34.36	36.24	15.59	16.56	16.78	186	163	149

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.51	11.32	11.86	43.86	39.62	35.59	52.63	49.06	52.54	57	53	59
7	6.94	3.51	21.62	31.94	43.86	35.14	61.11	52.63	43.24	72	57	37
8	14.04	18.00	20.45	31.58	28.00	43.18	54.39	54.00	36.36	57	50	44
All Grades	8.06	10.63	17.14	35.48	37.50	37.86	56.45	51.88	45.00	186	160	140

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.04	28.30	25.42	78.95	52.83	57.63	7.02	18.87	16.95	57	53	59
7	1.39	15.00	20.00	83.33	63.33	72.50	15.28	21.67	7.50	72	60	40
8	0.00	4.08	10.00	91.23	79.59	80.00	8.77	16.33	10.00	57	49	50
All Grades	4.84	16.05	18.79	84.41	64.81	69.13	10.75	19.14	12.08	186	162	149

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

Conclusions based on this data:

1. Eight graders has an increase of Level 4 students from 14% to 20%.

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
779	94.7	24.1	1.2
Total Number of Students enrolled in Alondra Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	24.1
Foster Youth	9	1.2
Homeless	9	1.2
Socioeconomically Disadvantaged	738	94.7
Students with Disabilities	95	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	4.4
Asian	9	1.2
Filipino	3	0.4
Hispanic	713	91.5
Two or More Races	6	0.8
Pacific Islander	9	1.2
White	5	0.6

Conclusions based on this data:

1. The two majority sub groups are Hispanics and African-Americans.

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
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Green</p></div>		

Conclusions based on this data:

1. ELA and Math Performance will be a target for improvement
2. Suspension data will be analyzed to review student behaviors and identify how to support students
3. Attendance reports will be analyzed to identify students with chronic absenteeism and revise attendance plan.

School and Student Performance Data

Academic Performance English Language Arts

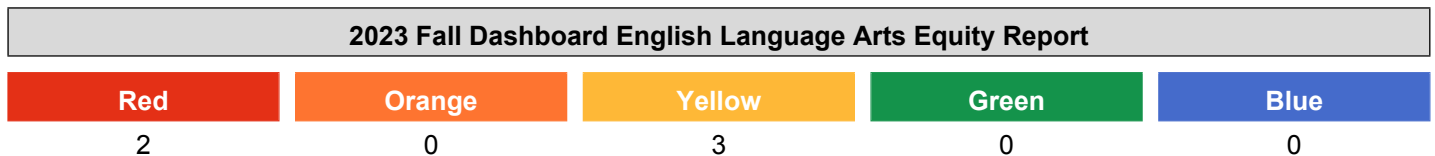
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This section provides number of student groups in each level.



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		
All Students Yellow 30.4 points below standard Increased +6.5 points 724 Students	English Learners Red 74.6 points below standard Decreased -13.8 points 237 Students	Foster Youth Less than 11 Students 7 Students
Homeless 110.3 points below standard 13 Students	Socioeconomically Disadvantaged Yellow 31.4 points below standard Increased +6.5 points 684 Students	Students with Disabilities Red 75.6 points below standard Maintained +1.4 points 96 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 41.1 points below standard Increased Significantly +60.1 points 32 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.8 points below standard Increased +5.3 points 662 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	Less than 11 Students 5 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
135.1 points below standard Decreased Significantly -19.2 points 112 Students	20.4 points below standard Decreased -9.1 points 125 Students	23.5 points below standard Increased +10.5 points 284 Students

Conclusions based on this data:

1. African American and SPED students scores are in the very low performance level and the site needs to support these groups.
2. English Learners have the most points below the standard and need to be supported.

School and Student Performance Data

Academic Performance Mathematics

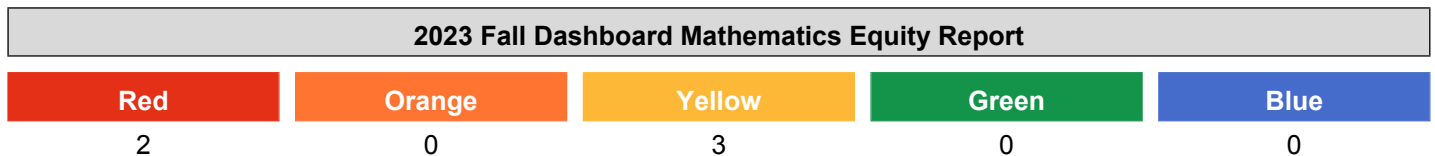
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides 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  Yellow 87.6 points below standard Increased +7.7 points 724 Students	English Learners  Red 125.9 points below standard Decreased -8.7 points 238 Students	Foster Youth Less than 11 Students 7 Students
Homeless 122.7 points below standard 12 Students	Socioeconomically Disadvantaged  Yellow 88.5 points below standard Increased +7.8 points 684 Students	Students with Disabilities  Red 112.6 points below standard Maintained -1.8 points 96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 83.1 points below standard Increased Significantly +42.1 points 32 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.3 points below standard Increased +6.8 points 662 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students	Less than 11 Students 5 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
182.3 points below standard Decreased Significantly -18.8 points 113 Students	75 points below standard Maintained +0.4 points 125 Students	85.9 points below standard Increased +9.3 points 283 Students

Conclusions based on this data:

- English Learners have the most points below the standard and need to be supported.
- Student with Disabilities scores were the second lowest subgroup and need to be supported.
- African Americans and Hispanics both scored very low in math and need to be supported.

School and Student Performance Data

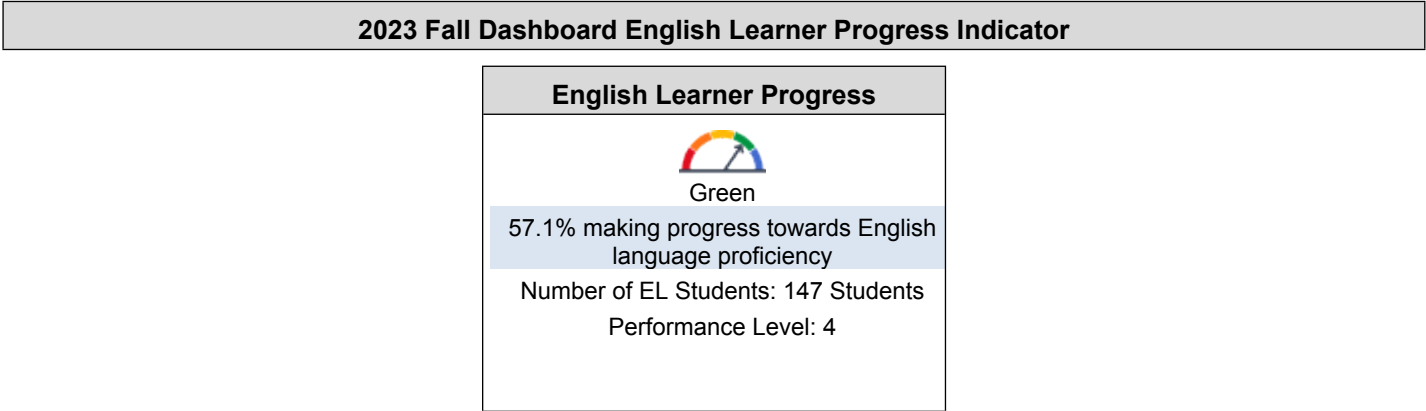
Academic Performance English Learner Progress

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

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



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
18	42	0	84

Conclusions based on this data:

1. Half of the students progressed one level.
2. Site will identify the students that decrease one ELPI level and focus on the students needs.

School and Student Performance Data

Academic Performance College/Career Report

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."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

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.

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



20% Chronically Absent

Declined Significantly -9.8

814 Students

English Learners



15.8% Chronically Absent

Declined Significantly -10

203 Students

Foster Youth

25% Chronically Absent

0

12 Students

Homeless

28.6% Chronically Absent

0

21 Students

Socioeconomically Disadvantaged



20.4% Chronically Absent

Declined Significantly -9.8

773 Students

Students with Disabilities






31.8% Chronically Absent

Declined -11.9

107 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17.1% Chronically Absent Declined -18 41 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.6% Chronically Absent Declined Significantly -9.7 739 Students	Less than 11 Students 6 Students	Less than 11 Students 9 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. African American and SPED subgroups had the highest % of students chronically absent.
2. The overall students chronically absent was in the very high level and the site will address this concern.

School and Student Performance Data

Academic Engagement

Graduation Rate

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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

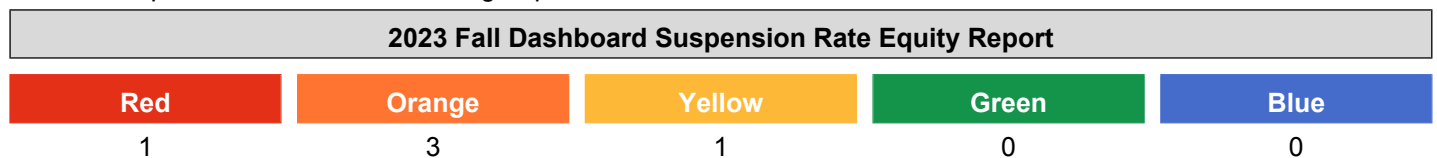
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides 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		
All Students Orange 7% suspended at least one day Increased 2.3 831 Students	English Learners Red 9.6% suspended at least one day Increased Significantly 6.2 208 Students	Foster Youth 0% suspended at least one day Declined -9.1 12 Students
Homeless 22.7% suspended at least one day 22 Students	Socioeconomically Disadvantaged Orange 7.1% suspended at least one day Increased 2.6 788 Students	Students with Disabilities Orange 4.6% suspended at least one day Increased 3 109 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 11.6% suspended at least one day Declined -4.8 43 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 9 Students	Filipino Less than 11 Students 3 Students
Hispanic  Orange 6.6% suspended at least one day Increased 2.7 753 Students	Two or More Races Less than 11 Students 7 Students	Pacific Islander Less than 11 Students 9 Students	White Less than 11 Students 7 Students

Conclusions based on this data:

1. The percent of African American students suspended was higher than other race/ethnicities.
2. The percent of students with disabilities was the lowest subgroup.
3. The percent of foster youth had the highest percentage.

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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

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.

This goal was identified after analyzing multiple measures of data. Stakeholders examined SBAC scores, i-Ready data, and ELPAC scores.

ELA Performance – SBAC Data:

2023: 45% met/exceeded

2023: 39% met/exceeded

2022 38% met/exceeded

2021: 40% met/exceeded

i-Ready Diagnostic Data April 2023:

Mid/above grade level: 12%

Early On grade level:14%

One grade level below: 24%

Two grade levels below: 14%

Three or more grade levels below: 36%

ELD Performance – Summative ELPAC Overall Performance:

2024

21% @ Level 1

35% @ Level 2

26% @ Level 3

18% @ Level 4

2023

21% @ Level 1

27% @ Level 2

34% @ Level 3

18% @ Level 4

2022

22% @ Level 1

30% @ Level 2

34% @ Level 3

14% @ Level 4

2021:

21% @ Level 1

29% @ Level 2

39% @ Level 3

12% @ Level 4

English Learner Progress – Reclassification Rates:

2024: 4.48 of EL students were reclassified RFEP. this was as a result of students being reclassified both during the fall and spring of the previous year.

2023: 29.7% of EL students were reclassified RFEP

2022:12% of EL students were reclassified RFEP

2021: 16% of EL students were reclassified RFEP

Math Performance – SBAC Data:

2024: 19% met/exceeded

2023:19.4 % met/exceeded

2022: 17% met/exceeded

2021: 13% met/exceeded

i-Ready Diagnostic Data April 2024:

Mid/above grade level: 2%
 Early On grade level: 12%
 One grade level below: 32%
 Two grade levels below: 17%
 Three or more grade levels below: 37%

Semester 2 Math Grade Data:

2024: ____ % of all students in grades 6-8 received a C or better
 2023: 75% of all students in grades 6-8 received a C or better
 2022: 75% of all students in grades 6-8 received C or better
 2021: 74% of all students in grades 6-8 received C or better

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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 45% School Year 2023-2024	ELA at 50% School Year 2024-2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 19% School Year 2023-2024	Math at 22% School Year 2024-2025
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 21% School Year 2023-2024	Science at 25% School Year 2024-2025
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	57.1% making progress Green Status CA School Dashboard Fall 2023	60% making progress Green Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 57% Diagnostic 3 School Year 2023-2024	Reading at 60% Diagnostic 3 School Year 2024-2025
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024	Math at 50% Diagnostic 3 School Year 2024-2025

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	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collaboration teams.	District Funded District Funded District Funded
1.2	10 AVID Sections. The AVID elective teacher is a skilled educator grounded in relationships. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, note-taking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	AVID Elective Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	Math Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.4	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.9	Professional Development and Collaboration Time for Teachers	All Students	Teachers will be provided sub-release time to review data and plan targeted lessons. The ILT will meet regularly to identify schoolwide needs and	9,000 Title I Part A: Allocation

			<p>professional development.</p> <p>Additional hours will be provided to teachers for academic conferences, P.D. and collaboration time.</p> <p>Site based and district training will be provided.</p>	
1.10	Instructional Materials and Resources to support students.	All Students	Teachers will use various materials and resources to support classroom instruction	13,000 Title I Part A: Allocation
1.11	Instructional Assistants and Language Assessment Assistant will provide small group instruction and support with assessments inside the classrooms to support our English Learners including Newcomers. This will be additional hours.	English Learners	The Instructional Assistants and Language Assessment Assistant will be asked to support inside the classroom and log the frequency that they provide small group instruction.	8,000 Title I Part A: Allocation
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	<p>ILT Professional Development activities and meetings</p> <p>Teacher instructional and collaboration support</p> <p>Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.</p>	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	<p>Use of technology by staff (both classified and certificated)</p> <p>Use of technology by students during classroom lessons</p> <p>Annual data reports used by school administration and teachers</p>	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	<p>Classroom Visits</p> <p>Teacher and student use of technology during daily instruction</p>	<p>District Funded</p> <p>District Funded</p>

1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change
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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.

This goal was identified after analyzing multiple measures of data. Stakeholders examined SBAC scores and grade data.

ELA Performance – SBAC Data:

2024: 45% met/exceeded
2023: 39% met/exceeded
2022: 38% met/exceeded
2021: 40% met/exceeded

i-Ready Diagnostic Data April 2024:

Mid/above grade level:
Early On grade level:
One grade level below:
Two grade levels below:
Three or more grade levels below:

ELD Performance – Summative ELPAC Overall Performance:

2024

21% @ Level 1
35% @ Level 2
26% @ Level 3
18% @ Level 4

2023

21% @ Level 1
27% @ Level 2
34% @ Level 3
18% @ Level 4

2022

22% @ Level 1
30% @ Level 2
34% @ Level 3
14% @ Level 4

2021:

21% @ Level 1
29% @ Level 2
39% @ Level 3
12% @ Level 4

English Learner Progress – Reclassification Rates:

2024: 4.48% of EL students were reclassified RFEP. this was as a result of students being reclassified both during the fall and spring of the previous year.

2023: 29.7% of EL students were reclassified RFEP

2022: 12% of EL students were reclassified RFEP

2021: 16% of EL students were reclassified RFEP

Math Performance – SBAC Data:

2024: 19% met/exceeded
2023: 19.4 % met/exceeded
2022: 17% met/exceeded
2021: 13% met/exceeded

i-Ready Diagnostic Data April 2023:

Mid/above grade level: 2%
 Early On grade level: 12%
 One grade level below: 32%
 Two grade levels below: 17%
 Three or more grade levels below: 37%

Semester 2 Math Grade Data:

2024: ____ % of all students in grades 6-8 received a C or better
 2023: 75% of all students in grades 6-8 received a C or better
 2022: 75% of all students in grades 6-8 received C or better
 2021: 74% of all students in grades 6-8 received C or better

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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Professional Development: Teachers will be provided professional learning and support in ELA and ELD instructional through training,		Teachers will be provided sub-release time to review data	11,000 Title I Part A: Allocation

	coaching cycles, and professional development in the areas of ELA, Math and ELD.		and plan targeted lessons. The ILT will meet regularly to identify schoolwide needs and professional development. Additional hours will be provided to teachers for academic conferences, P.D. and collaboration time. Site based and district training will be provided.	
2.7	Identify Technology-Educational Software to support instruction including MobyMax and EdPuzzle.	All students	Monitor the use of the software programs during instruction	12,000 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

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.

This goal was identified after analyzing multiple measures of data in attendance, suspension data, and Title I Survey results.

Attendance Data:

2024: 20% Chronic Absenteeism

2023: 23 % Chronic Absenteeism

2022: 13 % Chronic Absenteeism

Suspension Data:

2024: 7% Suspension Rate

2023: 6% Suspension Rate

2022: 2.4% Suspension Rate

Title I Survey Results:

85.9 % of parents responded, "My child is challenged academically".

87% of parents responded, "The school offers trainings and workshops to help my child's learning."

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
Suspension Rate Indicator (CA School Dashboard)	7% Orange status CA School Dashboard Fall 2023	5% Orange status CA School Dashboard Fall 2023
Cumulative attendance (PUSD Dashboard)	93.5% EOY 2023-2024	94% EOY 2024-2025
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	20% Yellow status CA School Dashboard Fall 2023	18% Yellow status CA School Dashboard Fall 2024
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	7th: 49%	7th: 53%
CHKS Student-Feel safe at school (5th) (7th) (9th)	7th: 46%	7th: 50%

A8.1		
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	7th: 46%	7th: 50%

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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	<p>District Funded</p> <p>District Funded</p>

	development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Identify Assemblies and/or Field Trips to Support Students.	All Students	List of Activities: Activities to support students will be identified by the end of the Third Quarter.	12,375 Title I Part A: Allocation
3.5	Professional Development and Collaboration Time for All Staff for focus on ELD improvement	All Students	Agendas and sign-in sheets Calendared sub days Work Collaboratively with Academic Coaches	7,000 Title I: ELD
3.6	Professional Development and Collaboration Time for Safe and Civil Team	All Students	Agendas and sign-in sheets Calendared sub days Work Collaboratively with Academic Coaches	7,000 Title I Part A: Allocation
3.7	Provide Attendance Awareness to Students- Review the importance of attending school and identifying strategies and activities to motivate students to attend school daily.	All Students	Ongoing monitoring of schoolwide attendance and identifying students with chronic absences and creating attendance plans and incentives to support students	District Funded

3.8	Schoolwide Activities, Materials, and Resources to Support Learning	All Students	Collect Agendas and Planning Lists, Collect teacher request for materials and supplies. Supplies are needed to support ELA, Math, Science, Social Studies, Physical Education, PLTW, Electives, and SPED.	23,000 Title I Part A: Allocation
3.9	Tiered Supports Meetings: Special Education teachers and support staff will be provided additional hours to plan, monitor and support academic needs for students to improve instruction.	All Students	Collect sign-in sheets and agendas. During these meetings, students strengths and needs will be discussed. Teams will meet to identify students needs and goals. SPED teachers will attending meetings to support with instruction and assessments.	6,000 Title I Part A: Allocation
3.14	Capturing Kids Hearts- Schoolwide program to promote engaging and supporting lessons and increase a positive school culture. This program supports our MTSS schoolwide program.	All Students	Site Visits by CKH Consultant Schoolwide CKH activities which are embedded in lessons	District Funded
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded

3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

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.

We seek to build positive relationships with our school community and offer opportunities to provide strategies for our parents to support their students at home. We strive to continue offering our parents strategies to get involved in their students academics.

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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	94% School Year 2023-2024	96% School Year 2024-2025
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	55% School Year 2023-2024	60% School Year 2024-2025
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	100% average (4 or 5) as of June 12, 2024	100% average (4 or 5) as of June 12, 2025
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	88% School Year 2023-2024	90% School Year 2024-2025
Families report attending events (Title I/LCAP Parent Survey)	132 parents - Open House 123 parents - Back to School Night 17 parents -Parent Education Classes	132+ parents - Open House 123 +parents - Back to School Night 17+ parents -Parent Education Classes

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	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	AVID Students	Review of School Site Plans Fall and Spring Site visit with site	District Funded

			coordinator and administrator AVID Site Coordinator Meetings	
4.5	Parent Workshops-Provide Opportunities for Parents to Learn Strategies to Support Students	All students	All parents will be invited to attend parent workshops that will support our educational programs and learn about strategies to support their child academically and behaviorally.	3,625 Title I Part A: Parent Involvement
4.6	Parent Involvement Opportunities-Provide opportunities for family engagement during school, afterschool, and weekends. Parents will learn about how to support their students academically and behaviorally.	All students	All parents will be invited to attend parent workshops that will support our educational programs and learn about strategies to support their child academically and behaviorally.	12,000 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

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.

We strived to support all learners. Based on Dashboard, there are several groups that are low performing and our goal to have students make academic improvements in several areas. These some areas areas include:

2024 CAASPP ELA:

English Learners: 5%

African American: 52%

Hispanic: 45%

SPED: 20%

Foster Youth: 33%

SED: 45%

LTEL: 4%

2024 CAASPP Math:

English Learners: 1%

African American: 8%

Hispanic: 20%

SPED: 8%

Foster Youth: 0%

SED: 20%

LTEL: 0%

2024 CAASPP Science:

English Learners: 0%

African American: 17%

Hispanic: 21%

SPED: 0%

Foster Youth: 0%

SED: 21%

LTEL: 0%

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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 45% School Year 2023-2024 English Learners: 5% African American: 52% Hispanic: 45% SPED: 20% Foster Youth: 33% SED: 45% LTEL: 4%	ELA at 47% School Year 2024-2025 English Learners: 7% African American: 54% Hispanic: 47% SPED: 22% Foster Youth: 35% SED: 47% LTEL: 5%
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 19% School Year 2023-2024 English Learners: 1% African American: 8% Hispanic: 20% SPED: 8% Foster Youth: 0% SED: 20% LTEL: 0%	Math at 22% School Year 2024-2025 English Learners: 2% African American: 9% Hispanic: 22% SPED: 9% Foster Youth: 1% SED: 22% LTEL: 1%
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 21% School Year 2023-2024 English Learners: 0% African American: 17% Hispanic: 21% SPED: 0% Foster Youth: 0% SED: 21% LTEL: 0%	Science at 23% School Year 2024-2025 English Learners: 1% African American: 19% Hispanic: 23% SPED: 1% Foster Youth: 1% SED: 22% LTEL: 1%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	57.1% making progress Green Status Decreased at Least 1 ELPI Level: 12.5% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 29.2% Maintained ELPI Level 4: N/A Progressed at least 1 ELPI Level: 58.3% CA School Dashboard Fall 2023	59% making progress Green Status Decreased at Least 1 ELPI Level: 14% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31% Maintained ELPI Level 4: N/A Progressed at least 1 ELPI Level: 60% CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 57% Diagnostic 3 School Year 2023-2024 English Learners: 54% African American: 58% Hispanic: 57% SPED: 49%	Reading at 59% Diagnostic 3 School Year 2024-25 English Learners: 56% African American: 61% Hispanic: 59% SPED: 51%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 46% Diagnostic 3 School Year 2023-2024 English Learners: 47% African American: 42% Hispanic: 46% SPED: 49%	Math at 49% Diagnostic 3 School Year 2024-2025 English Learners: 49% African American: 44% Hispanic: 48% SPED: 51%

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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students		District Funded
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars (\$2) for every one dollar (\$1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

	<p>opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>		<p>Quarter, Elementary by Trimester)</p> <p>K-8 i-Ready assessment data</p> <p>ELPAC</p>	District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	<p>Student achievement data (such as the California Dashboard and i-Ready)</p> <p>Student SEL data (such as attendance, behavior, and counseling supports)</p> <p>Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)</p>	District Funded
5.6	Instructional Materials and Resources to support ELD and numeracy strategies embedded during the school day and after-school.	All Students	<p>Student will participate in school-wide activities to improve literacy. The site will need various materials to provide rich schoolwide AVID activities. Team Building Activities will be provided that promote social and emotional learning including supporting clubs, green team, leadership, music, sports, and activities.</p>	5,000 Title I Part A: Allocation

5.19	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded
5.20	Schoolwide Activity- Disabilities Awareness Field Day: Our annual field day promotes awareness to students with disabilities and promotes an inclusive school culture. This activity supports out MTSS program.	All students	Hold a field day to promote the awareness of students with disabilities. Both general educations and special education students participate in this event.	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,000.00
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 Part A: Allocation	\$118,375.00
Title I Part A: Parent Involvement	\$3,625.00

Subtotal of additional federal funds included for this school: \$122,000.00

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 (\$)
Title I: ELD	\$7,000.00

Subtotal of state or local funds included for this school: \$7,000.00

Total of federal, state, and/or local funds for this school: \$129,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	3,625	0.00
Title I Part A: Allocation	118,375	0.00
Title I: ELD	7,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	118,375.00
Title I Part A: Parent Involvement	3,625.00
Title I: ELD	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	39,375.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	118,375.00
	Title I Part A: Parent Involvement	3,625.00
	Title I: ELD	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,000.00
Goal 2	23,000.00
Goal 3	55,375.00
Goal 4	15,625.00
Goal 5	5,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Andrea Aguilar-Nuno	Principal
Richard Brainard	Classroom Teacher
Margarita Romero	Classroom Teacher
Jaime Perez	Other School Staff
Shirley Williams	Parent or Community Member
Jessica Gonzales	Parent or Community Member
Erin Starks	Parent or Community Member
Laticia Ricks	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental 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 December 4, 2024.

Attested:



Principal, Dr. Andrea Aguilar-Nuno on December 4, 2024



SSC Chairperson, Shirley Williams on December 4, 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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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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