School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frank J. Zamboni School	19648736114615	December 3, 2024	December 18, 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 Frank J. Zamboni 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 Frank J. Zamboni School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

⟩ Schoolwide Program

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.
The SPSA is aligned to the following LCAP goals:
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
Goal 4: Enhance family and community engagement
Goal 5: Build an inclusive and equitable school district

Educational Partner Involvement

How, when, and with whom did Frank J. Zamboni 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

School Site Council (SSC) Meetings:

On October 29, 2024, a School Site Council (SSC) meeting was held at which Ms. Kirk, Principal, shared school data from the prior three years. The school's budgets were presented. It was shared that the District is centralizing the LCAP budget and providing some funding for Districtwide initiatives. Each of the 5 Goals was shared, as well as our previous year's spending. As a group, our SSC proposed that we focus our spending on Field Trips, Structured Teacher Planning Time (STPTs), extra hours, supplies, software, Professional Development, Awards, Clubs, Sports, GATE, Intervention, and student supports.

On September 18, 2024, our ELAC met. The committee met and reviewed the Single School Plan for Student Achievement from the 2023-2024 school year as it relates to the English Learners and the English Learner program. The data from the previous year was reviewed with the committee and how it relates to English Learners: number of reclassified students, percentage of students that increased by one or more levels on the ELPAC, percentage of students that remained the same on the ELPAC, and percentage of students that scored a 4 on the ELPAC and are eligible for reclassification. In addition, Language Arts A-C grade percentages and increase in overall ELPAC assessment results was reviewed. It was shared with the committee that the Single School Plan for Student Achievement's focus is on all student achievement which includes the students identified as English Learners. The goals in the plan focus on English Language Arts, English Language Development, Math, Science, Social Studies, Safe and Civil and attendance. Within each of these areas of focus are specific activities/strategies. The specific activities/strategies that support the English Language Learners was reviewed and shared. English Learners are identified as a sub-group for our school. The committee was asked to focus on this sub-group of students and how we can best support them. The Committee reviewed the Strategies/Activities that support English Learners. The committee had no additional requests/suggestions.

On September 17, 2024, a School Site Council (SSC) meeting was held at which Ms. Kirk, Principal, shared the role of the Council in developing and approving the School Plan.

Staff/Committee Meetings:

On August 13, 2024, our site goals/plans were shared with staff:
- Focus on Distributive Leadership and the role of our ILT
- iReady: continued focus on passing 8 lessons in both reading and math each month and student incentives connected with student success
- AVID: focus on use of Planners, Collaborative Conversations, Focused Notetaking, and College & Career

- Turnaround Arts: Integrating the arts in content areas (PLCs), Fall and Spring Family Art Nights
- Safe & Civil: focus on making schoolwide procedures visible throughout campus and on student awards
- Clubs/Sports: focus on a variety of offerings to help connect all students with school

On May 2, 2024, staff reflected on the school year and discussed successes and challenges (including which programs to continue/expand). Feedback was positive regarding our new electives, iReady, clubs, and Intervention.

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.

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.

English Learners- English Language Arts, Mathematics, and Suspension Rate
African American- Suspension Rate

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 Frank J. Zamboni 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	0.14%	0%	%	1	0	
African American	3.23%	4.21%	4.04%	23	31	29
Asian	0.14%	0.27%	0.28%	1	2	2
Filipino	0.56%	0.27%	0.28%	4	2	2
Hispanic/Latino	94.09%	94.44%	94.70%	669	696	679
Pacific Islander	0.56%	0.14%	0.28%	4	1	2
White	0.70%	0.27%	%	5	2	
Multiple	0.56%	0.41%	0.42%	4	3	3
			Total Enrollment	711	737	717

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	250	263	212
Grade 7	212	251	257
Grade 8	249	223	248
Total Enrollment	711	737	717

Conclusions based on this data:

1. Enrollment is lower than in previous years.

2. Although enrollment has declined, it has remained consistent over the past three years.

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	200	206	146	34.8%	28.1%	20.4%
Fluent English Proficient (FEP)	280	263	317	37.3%	39.4%	44.1%
Reclassified Fluent English Proficient (RFEP)	262	244	294	4.0%	36.8%	41.0%

Conclusions based on this data:

1. Percentage of English Learners has decreased because students are reclassifying at a consistent rate each year.

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	245	261	213	240	260	212	240	260	212	98.0	99.6	99.5
Grade 7	209	249	244	205	248	244	205	248	244	98.1	99.6	100
Grade 8	246	226	236	244	225	236	244	225	235	99.2	99.6	100
Grade 11												
All Grades	700	736	693	689	733	692	689	733	691	98.4	99.6	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2486.	2482.	2479.	4.58	5.38	8.02	30.00	26.92	25.47	30.42	31.54	27.36	35.00	36.15	39.15
Grade 7	2520.	2520.	2526.	3.90	5.65	6.97	35.12	35.08	34.84	32.20	29.44	31.15	28.78	29.84	27.05
Grade 8	2533.	2528.	2551.	7.38	6.67	8.51	32.38	29.33	42.13	28.69	32.44	25.53	31.56	31.56	23.83
Grade 11															
All Grades	N/A	N/A	N/A	5.37	5.87	7.81	32.37	30.42	34.44	30.33	31.11	28.08	31.93	32.61	29.67

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 Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.33	8.08	8.02	58.33	50.38	52.83	33.33	41.54	39.15
Grade 7	7.32	9.68	9.02	64.39	63.31	67.21	28.29	27.02	23.77
Grade 8	12.70	4.89	15.32	56.56	60.44	60.00	30.74	34.67	24.68
Grade 11									
All Grades	9.58	7.64	10.85	59.51	57.84	60.35	30.91	34.52	28.80

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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	4.17	5.00	7.55	58.75	55.77	45.28	37.08	39.23	47.17
Grade 7	9.27	9.68	11.07	65.37	60.89	59.84	25.37	29.44	29.10
Grade 8	8.61	8.44	13.62	59.02	63.56	58.72	32.38	28.00	27.66
Grade 11									
All Grades	7.26	7.64	10.85	60.81	59.89	54.99	31.93	32.47	34.15

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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	12.50	11.15	7.55	71.67	75.77	74.06	15.83	13.08	18.40
Grade 7	9.76	9.68	7.79	74.63	75.00	75.41	15.61	15.32	16.80
Grade 8	9.84	10.22	13.62	77.87	76.44	78.72	12.30	13.33	7.66
Grade 11									
All Grades	10.74	10.37	9.70	74.75	75.72	76.12	14.51	13.92	14.18

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Research/Inquiry Investigating, analyzing, and presenting information									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	11.25	10.00	13.68	66.67	62.69	61.32	22.08	27.31	25.00
Grade 7	8.78	12.10	17.21	72.20	69.35	65.16	19.02	18.55	17.62
Grade 8	15.98	12.00	16.17	65.98	70.22	71.49	18.03	17.78	12.34
Grade 11									
All Grades	12.19	11.32	15.77	68.07	67.26	66.14	19.74	21.42	18.09
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Conclusions based on this data:

1. Overall student achievement has increased in all three grade levels and in each category.

2. 8th grade students showed significant growth overall and in each category.

3. The category with the least amount of growth is Listening: Demonstrating effective communication skills. 6th and 7th grade showed a decline in this category.

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	246	261	213	241	259	211	241	259	211	98.0	99.2	99.1
Grade 7	209	249	243	206	247	242	206	247	242	98.6	99.2	99.6
Grade 8	247	226	236	246	224	235	246	224	235	99.6	99.1	99.6
All Grades	702	736	692	693	730	688	693	730	688	98.7	99.2	99.4

* 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	2446.	2462.	2441.	2.90	3.86	3.79	9.13	10.04	9.95	31.12	37.07	22.75	56.85	49.03	63.51
Grade 7	2473.	2495.	2494.	1.46	8.91	10.74	16.02	17.81	15.70	27.67	29.55	27.69	54.85	43.72	45.87
Grade 8	2462.	2486.	2491.	4.07	5.36	9.79	8.54	12.50	14.47	19.51	24.55	20.85	67.89	57.59	54.89
All Grades	N/A	N/A	N/A	2.89	6.03	8.28	10.97	13.42	13.52	25.97	30.68	23.84	60.17	49.86	54.36

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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	0.83	4.63	3.32	39.00	40.54	32.23	60.17	54.83	64.45
Grade 7	5.83	10.12	11.16	40.29	46.56	40.50	53.88	43.32	48.35
Grade 8	4.07	6.25	14.47	36.18	41.52	34.89	59.76	52.23	50.64
All Grades	3.46	6.99	9.88	38.38	42.88	36.05	58.15	50.14	54.07

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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	4.56	3.47	1.90	46.89	56.37	44.08	48.55	40.15	54.03
Grade 7	2.91	8.50	6.61	59.22	56.68	51.65	37.86	34.82	41.74
Grade 8	5.28	4.46	5.96	47.15	53.57	58.72	47.56	41.96	35.32
All Grades	4.33	5.48	4.94	50.65	55.62	51.74	45.02	38.90	43.31

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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	4.98	4.25	4.74	61.00	59.85	52.61	34.02	35.91	42.65
Grade 7	2.91	6.88	9.50	62.62	63.97	64.88	34.47	29.15	25.62
Grade 8	3.25	4.91	6.81	62.20	59.38	60.00	34.55	35.71	33.19
All Grades	3.75	5.34	7.12	61.90	61.10	59.45	34.34	33.56	33.43

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Conclusions based on this data:

1. Overall, 7th and 8th grades have shown an increase in student achievement.

2. 8th grade shows the most growth overall and in each category.

3. 6th grade showed a decline from the previous year.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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	1525.1	1533.1	1518.0	1525.2	1518.8	1513.5	1524.4	1546.9	1522.0	59	75	51
7	1537.4	1536.7	1540.5	1542.0	1530.2	1536.2	1532.3	1542.7	1544.4	64	43	57
8	1528.6	1549.4	1541.4	1530.7	1538.4	1528.0	1526.1	1559.9	1554.4	49	53	30
All Grades										172	171	138

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	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	18.64	16.00	9.80	45.76	52.00	37.25	22.03	28.00	41.18	13.56	4.00	11.76	59	75	51
7	14.06	13.95	22.81	53.13	44.19	40.35	25.00	30.23	26.32	7.81	11.63	10.53	64	43	57
8	10.20	13.21	16.67	40.82	54.72	46.67	30.61	28.30	20.00	18.37	3.77	16.67	49	53	30
All Grades	14.53	14.62	16.67	47.09	50.88	40.58	25.58	28.65	30.43	12.79	5.85	12.32	172	171	138

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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	42.37	32.00	27.45	40.68	50.67	58.82	8.47	12.00	5.88	8.47	5.33	7.84	59	75	51
7	39.06	27.91	33.33	46.88	48.84	38.60	10.94	18.60	22.81	3.13	4.65	5.26	64	43	57
8	28.57	16.98	16.67	44.90	64.15	46.67	14.29	16.98	33.33	12.24	1.89	3.33	49	53	30
All Grades	37.21	26.32	27.54	44.19	54.39	47.83	11.05	15.20	18.84	7.56	4.09	5.80	172	171	138

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Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	1.69	14.67	3.92	27.12	33.33	23.53	47.46	38.67	41.18	23.73	13.33	31.37	59	75	51
7	4.69	9.30	15.79	15.63	39.53	24.56	59.38	30.23	40.35	20.31	20.93	19.30	64	43	57
8	10.20	7.55	13.33	12.24	39.62	40.00	42.86	45.28	23.33	34.69	7.55	23.33	49	53	30
All Grades	5.23	11.11	10.87	18.60	36.84	27.54	50.58	38.60	36.96	25.58	13.45	24.64	172	171	138

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	15.25	21.33	22.73	71.19	72.00	65.91	13.56	6.67	11.36	59	75	44
7	6.25	13.95	18.18	82.81	67.44	65.45	10.94	18.60	16.36	64	43	55
8	6.12	26.42	25.00	75.51	73.58	57.14	18.37	0.00	17.86	49	53	28
All Grades	9.30	21.05	21.26	76.74	71.35	63.78	13.95	7.60	14.96	172	171	127

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	64.41	42.67	41.67	27.12	46.67	50.00	8.47	10.67	8.33	59	75	48
7	68.75	55.81	53.85	28.13	39.53	40.38	3.13	4.65	5.77	64	43	52
8	44.90	37.74	33.33	44.90	58.49	63.33	10.20	3.77	3.33	49	53	30
All Grades	60.47	44.44	44.62	32.56	48.54	49.23	6.98	7.02	6.15	172	171	130

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	1.69	12.00	2.33	45.76	49.33	48.84	52.54	38.67	48.84	59	75	43
7	6.25	16.28	17.65	50.00	46.51	43.14	43.75	37.21	39.22	64	43	51
8	12.24	20.75	24.00	24.49	50.94	44.00	63.27	28.30	32.00	49	53	25
All Grades	6.40	15.79	13.45	41.28	49.12	45.38	52.33	35.09	41.18	172	171	119

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	20.34	42.67	18.37	69.49	57.33	75.51	10.17	0.00	6.12	59	75	49
7	3.13	11.63	21.05	95.31	74.42	75.44	1.56	13.95	3.51	64	43	57
8	2.04	9.43	10.00	87.76	90.57	86.67	10.20	0.00	3.33	49	53	30
All Grades	8.72	24.56	17.65	84.30	71.93	77.94	6.98	3.51	4.41	172	171	136

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. Overall percentages of students at Level 4 dropped from prior year in 6th and 8th grades.

2. Students struggled more with reading, writing, and listening compared to higher percentages in speaking.

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**
737	**95.3**	**28**	**0.3**
Total Number of Students enrolled in Frank J. Zamboni 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	206	28
Foster Youth	2	0.3
Homeless	12	1.6
Socioeconomically Disadvantaged	702	95.3
Students with Disabilities	96	13

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	4.2
Asian	2	0.3
Filipino	2	0.3
Hispanic	696	94.4
Two or More Races	3	0.4
Pacific Islander	1	0.1
White	2	0.3

Conclusions based on this data:

1. Enrollment is declining.

2. Although enrollment is declining, our numbers of students with disabilities is remaining the same (thus increasing the percentage).

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall academic performance in ELA and Math shows significant room for growth.

2. Chronic Absenteeism has improved.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
39.8 points below standard	75.2 points below standard	
Decreased -4 points	Decreased Significantly -18.6 points	0 Students
706 Students	253 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
80.1 points below standard	40.2 points below standard	124.9 points below standard
Decreased Significantly -34.8 points	Decreased -4 points	Increased +4.4 points
15 Students	679 Students	95 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
54.3 points below standard Decreased -10.1 points 26 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 39.9 points below standard Decreased -3.3 points 670 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 2 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**
118.7 points below standard Decreased -12 points 139 Students	22.1 points below standard Decreased -13.8 points 114 Students	42.2 points below standard Decreased -7.3 points 255 Students

Conclusions based on this data:

1. All student groups show a need for growth in ELA.

2. EL students decreased significantly and are Red.

3. Students with disabilities increased and are Orange.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
85.5 points below standard	120.2 points below standard	
Increased Significantly +20.3 points	Maintained +1 points	0 Students
703 Students	251 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
131.3 points below standard	86.3 points below standard	176.1 points below standard
Decreased Significantly -36.2 points	Increased Significantly +20.3 points	Increased Significantly +23.3 points
15 Students	676 Students	94 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
91.9 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
Increased Significantly +49.1 points	0 Students	2 Students	2 Students
26 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	Less than 11 Students
86.2 points below standard	3 Students	1 Student	2 Students
Increased Significantly +20.1 points			
667 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
161 points below standard	71.1 points below standard	89.6 points below standard
Increased +9.8 points	Maintained +2.6 points	Increased Significantly +23.6 points
137 Students	114 Students	254 Students

Conclusions based on this data:

1. We showed a significant increase in math and are in the Yellow.

2. EL students struggled more than the other subgroups - Red.

3. Our Students with disabilities showed a significant increase of 23.3 points and are Orange.
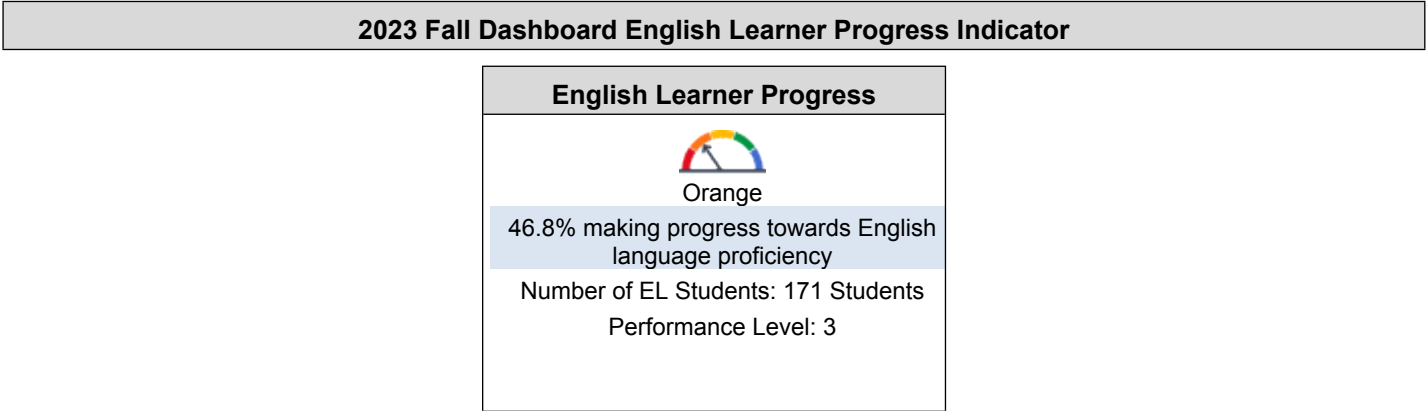
School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
46.8% making progress towards English language proficiency
Number of EL Students: 171 Students
Performance Level: 3

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**
22	69	0	80

Conclusions based on this data:

1. 46.8 percent of EL students are making progress toward English Language proficiency. This is a decrease from prior year 52.8%.

2. 80 percent of EL students progressed at least one level.

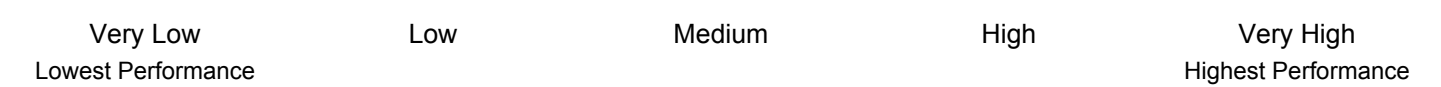# School and Student Performance Data

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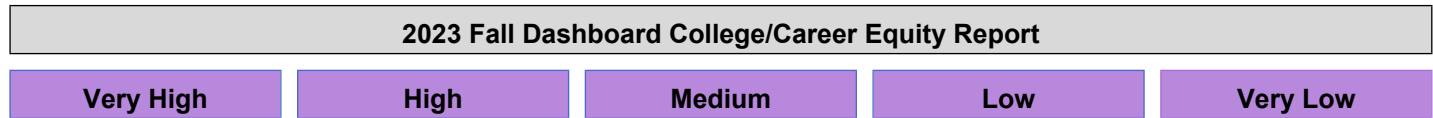
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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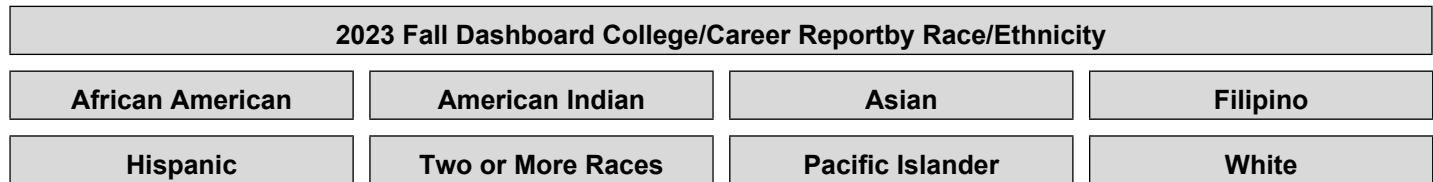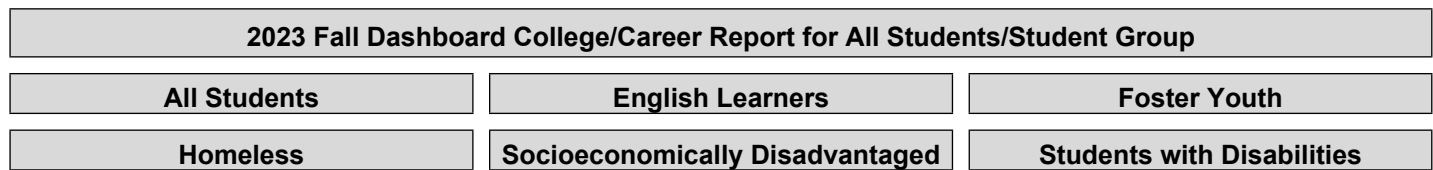
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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 Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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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 Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
27.4% Chronically Absent	27% Chronically Absent	
Declined Significantly -14.6	Declined Significantly -20.9	3 Students
766 Students	215 Students	

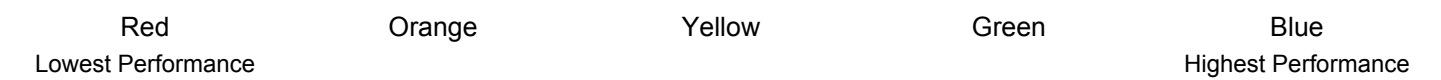| Homeless	Socioeconomically Disadvantaged	Students with Disabilities
55% Chronically Absent	Yellow	Orange
Declined -18.3	27.6% Chronically Absent	34% Chronically Absent
20 Students	Declined Significantly -14.3	Declined -8.9
	738 Students	100 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
37.1% Chronically Absent	No Performance Color	Less than 11 Students	Less than 11 Students
Increased 2.5	0 Students	2 Students	3 Students
35 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	Less than 11 Students
27.1% Chronically Absent	3 Students	1 Student	2 Students
Declined Significantly -15.5			
720 Students			

Conclusions based on this data:

1. Our Chronic Absenteeism declined significantly for All - Yellow.

2. ELs and Students with disabilities had a decline.

3. African American was the only subgroup to increase.

School and Student Performance Data

Academic Engagement
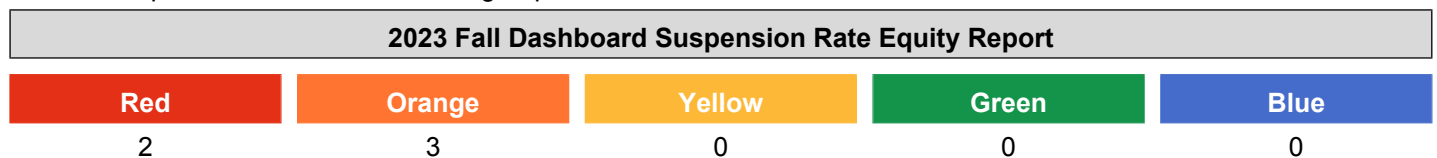### Graduation Rate

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.
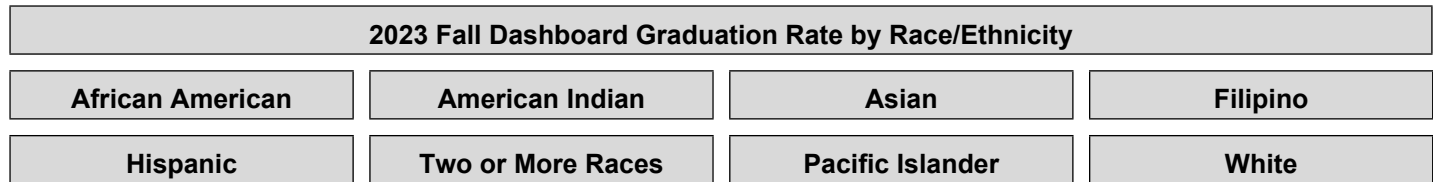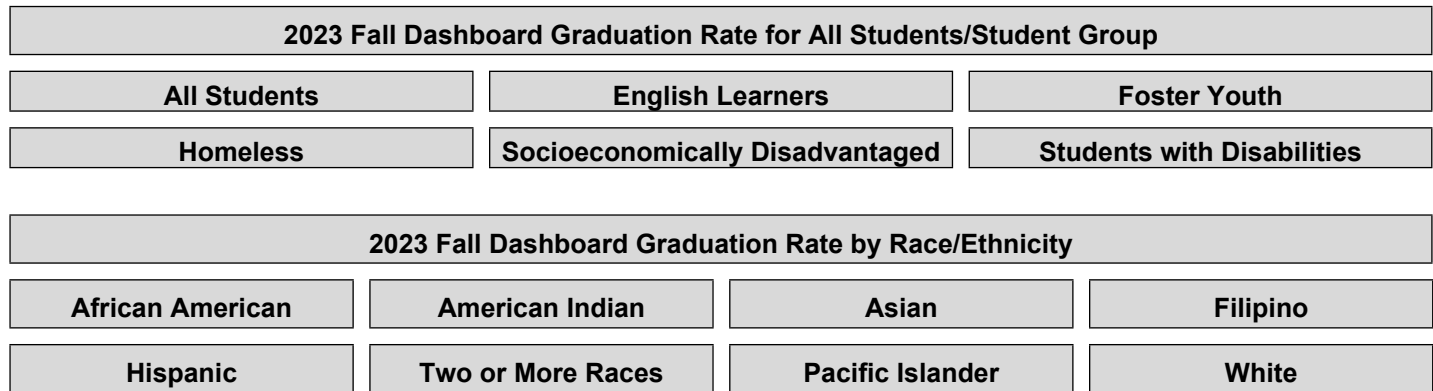
School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
7% suspended at least one day	8.9% suspended at least one day	3 Students
Increased 3.4	Increased Significantly 5	
789 Students	225 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
10% suspended at least one day	Orange	Orange
	7.2% suspended at least one day	10.5% suspended at least one day
Increased 10	Increased 3.5	Increased 5
20 Students	755 Students	105 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 13.5% suspended at least one day Increased 7.5 37 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 6.6% suspended at least one day Increased 3.2 738 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. Our suspension rate increased for All students - Orange.

2. We had a significant increase in our EL suspensions - Red.

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.

As part of our comprehensive needs assessment, Zamboni examined the following data:

Smarter Balanced ELA Scores: 42% meeting the standard
Smarter Balanced Math Scores: 22% meeting the standard
Smarter Balanced Science Scores: 21% meeting the standard
i-Ready data for Reading: 56% reaching typical growth
i-Ready data for Math: 48% reaching typical growth
ELPAC Scores: 23 students reclassified

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 42% School Year 2023-2024	ELA at 47% School Year 2024-2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024	Math at 27% 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)	46.8% making progress Orange Status CA School Dashboard Fall 2023	50% making progress Orange - Yellow Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 56% 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 48% Diagnostic 3 School Year 2023-2024	Math at 55% 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 speical 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 collab teams.	District Funded
1.2	9 AVID sections. 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
1.5	Placeholder - District Funded - Action 5	ELD Students	- ELPAC Assessment - SIPPS - DELD instructional time - IELD instruction	District Funded

1.6	Zamboni 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. The site ILT will collaborate and prepare Professional Development for staff.		Extra hours for planning, collaboration PD will be delivered to staff site data will be gathered	10,000.00 Title I Part A: Allocation
1.7	Field trips to enhance content taught at each grade level through real-life experiences and support the development of student academic performance		Content team planning	8,000.00 Title I Part A: Allocation
1.9	All content areas will be provided with access to appropriate supplemental materials, supplies, planners, technology, and software to support the diverse needs of our students.	All students	Collaboration PLCs Lesson design/planning	20,000.00 Title I Part A: Allocation
1.11	9 AVID sections. 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. This includes planners, materials, supplies, college trips (including subs and busses), AVID shirts, end of year awards including Promotion cords.	AVID students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.12	Provide targeted student supports including Intervention, mentoring, acceleration, and access to appropriate classes.	All students	i-Ready data Student grades Attendance data	5,000.00 Title I Part A: Allocation
1.14	Special Education students will be mainstreamed in general education classes, as appropriate, with added supports. Mentoring and success monitoring will be provided. Collaboration and Professional Development regarding implementation and accommodations will be provided to staff.		Collaborations/PLCs Professional Development i-Ready data Student grades Attendance data	5,000.00 Title I Part A: Allocation
1.16	Collaboration and Professional development regarding implementation of a plan for the continued focus on the use of integrated ELD strategies in all content areas and ELPAC awareness. Parent workshops will be held to review practice tests and results to support our ELA/ELD program.	EL students	collaboration mentoring subs parent meetings	5,000.00 Title I Part A: Allocation Title I parent

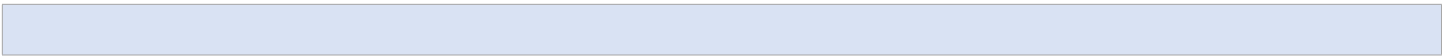| 1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	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	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students 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

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.

As part of our comprehensive needs assessment, Zamboni examined the following data:

Smarter Balanced ELA Scores: 42% meeting the standard
Smarter Balanced Math Scores: 22% meeting the standard
Smarter Balanced Science Scores: 21% meeting the standard
i-Ready data for Reading: 56% reaching typical growth
i-Ready data for Math: 48% reaching typical growth
ELPAC Scores: 23 students reclassified

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	
ILT Coaching Activities	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	

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 | District Funded |

				AVID 2025-2026 Site Plan development at the conference	
2.6	Zamboni 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. The site ILT will collaborate and prepare Professional Development for staff.	All students	PDs lesson studies PLCs Collaboration Extra hours	8,266.00 Title I Part A: Allocation
2.7	Attend Conferences for Professional Development. Zamboni has applied for redesignation as a School to Watch. Every three years we reapply for this award. As part of the award, we are recognized at the State level and at the National level. The state recognition is at a conference in Monterey, CA and the National recognition is awarded at a conference in Washington, D.C.	All students	conferences planning collaboration present follow-up PD for staff	8,000.00 Title I Part A: Allocation
2.8	Teachers will strengthen the curriculum and instructional practices through participation in professional development aimed at improving the instructional delivery of our standard-aligned curriculum.	All students	lesson studies subs for release collaboration	10,000.00 Title I Part A: Allocation
2.9	Staff will collaborate using data to analyze and revise instructional strategies. PLCs, STPTs, Structured Collaboration.	All students	collaboration subs for STPTs PLCs	10,000.00 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.

We will strengthen our school culture through the consistent implementation of Safe and Civil practices and procedures by providing engaging activities with a focus on building relationships. As a result, there will be improved attendance and a reduced number of student incidents. We will continue to take intentional steps to support all stakeholders, socially and emotionally. Attendance: June 2024- 93% Chronic Absenteeism: 23% Suspensions: 48 (down from 55 in 2022-2023)

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	
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	27.4% Yellow status CA School Dashboard Fall 2023	
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	7th: 50%	
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	7th: 50%	
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	7th: 54%	

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 utilizie 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	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. 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. 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.	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 Bahavior Analysis (ABA). Develop and oversee the 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 ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns and work with other staff members to conduct such assessments. Develop, support, and directly provide	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded

	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	Safe & Civil team will collaborate and support schoolwide procedures and processes. This will also include our Zamboni Wildcat awards.	All students	Collaboration Recognitions	5,000. Title I Part A: Allocation
3.5	The Counselors, Social Worker, Administration, and Office Staff will with to provide support to students with high absenteeism. They will conduct meetings and provide ongoing support and resources to students who are chronically absent (or approaching). Students will be recognized/celebrated for positive attendance.	All students	Attendance meetings Awards	5,000.00 Title I Part A: Allocation
3.6	Zamboni will have safe, clean facilities that are conducive to learning and that enhanced for the connectedness and well-being of our students.	All students	displays banners	5,000.00 Title I Part A: Allocation
3.14				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	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	District Funded

			information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	
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.

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)	98% School Year 2023-2024	
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	46% School Year 2023-2024	
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	97% average (4 or 5) as of June 12, 2024	
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	98% School Year 2023-2024	
Families report attending events (Title I/LCAP Parent Survey)	184 parents - Open House 167 parents - Back to School Night 24 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 coordinator and administrator	District Funded

				AVID Site Coordinator Meetings	
4.2				District Funded	
4.5	Host Community events throughout the year inviting families to participate and attend: Family Art Nights, Game Nights, Showcase performances, Math Nights, awards, celebrations.	All students	Communication Planning Collaboration Materials/supplies	5,000.00 Title I Part A: Allocation	
4.6	Our Wellness Team hosts a monthly parent meeting on a variety of topics.		Communication Planning Materials/supplies	3,503.00 Title I Part A: Parent Involvement	
4.7	Students and their parent attend college field trips	All students	Communication Planning Transportation	5,000.00 Title I Part A: Allocation	
4.8	Translation services provided for our families	Families needing translation service		5,000.00 Title I Part A: Allocation	
4.9	Materials, supplies, resources, and activities for our foster youth/homeless families	Foster Youth/Homeless students		5,000.00 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.

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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.

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 42% School Year 2023-2024 English Learners: 10% African American: 39% Hispanic: 42% SPED: 7% Foster Youth: 100% SED: 42% LTEL: 6%	
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024 English Learners: 5% African American: 16% Hispanic: 22% SPED: 2% Foster Youth: 0% 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: 13% Hispanic: 22% SPED: 4% Foster Youth: 0% SED: 21% LTEL: 0%	
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	46.8% making progress Orange Status Decreased at Least 1 ELPI Level: 12.9% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 40.4% Maintained ELPI Level 4: N/A	

		Progressed at Least 1 ELPI Level: 46.8% CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 56% Diagnostic 3 School Year 2023-2024 English Learners: 57% African American: 60% Hispanic: 56% SPED: 54%		
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 48% Diagnostic 3 School Year 2023-2024 English Learners: 41% African American: 60% Hispanic: 47% SPED: 41%		

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	AVID Elective Students AVID Excel	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded

	students and serve as role models and mentors.			
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 opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 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. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 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.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	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	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	

5.6	Provide a variety of Electives, activities, clubs, and sports to increase student connectedness, relationship building, and engagement on campus. Ensure all programs have the necessary materials and supplies.	All students	Student Council, Journalism, WEB, MESA, CJSF, Wildcat Black Student Union, sports teams, spirit & theme days, lunchtime activities, College/Career Fair	5,000.00 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	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	$132,769.00
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	$129,266.00
Title I Part A: Parent Involvement	$3,503.00

Subtotal of additional federal funds included for this school: $132,769.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $132,769.00

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	3,503	0.00
Title I Part A: Allocation	129,266	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	129,266.00
Title I Part A: Parent Involvement	3,503.00

Expenditures by Budget Reference

Budget Reference	Amount
	35,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	129,266.00
	Title I Part A: Parent Involvement	3,503.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,000.00
Goal 2	36,266.00
Goal 3	15,000.00
Goal 4	23,503.00
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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 3, 2024.

Attested:

	Principal, Lisa Kirk on December 3, 2024
	SSC Chairperson, Mayra Vintimilla on December 3, 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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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/

Updated by the California Department of Education, October 2023