

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Octavia E. Butler Magnet	19-64881-6021752	May 23, 2023	June 29, 2023

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Octavia E. Butler Magnet and its staff will be making changes to staffing and instructional programs to address the needs of our students as demonstrated by the data. We will utilize the resources provided to add appropriate and effective programming that will engage our entire school community in a combined effort to increase student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to create the site's School Plan for Student Achievement (SPSA), input was gathered at various stakeholder meetings, including English Learner Advisory Committee (ELAC), School Site Council (SSC), and Staff Development meetings. Suggestions for additions to the plan were gathered after student data was presented and analyzed.

Members of the ELAC committee were asked to begin thinking about goals for the SPSA in February of 2023. At the April meeting, members discussed how recommendations for the 2022-2023 school year had been implemented. The recommendations from ELAC was presented at the SSC meetings in both March and April as we prepared for the 2023 - 2024 SPSA.

Suggestions and recommendations from stakeholders were also collected via a Needs Assessment Survey that was sent out to all stakeholders, including students, parents, teachers, out-of-classroom staff members, and community members. The survey was available in both English and Spanish. The survey results were presented and reviewed at a School Site Council meeting in April. The response rate was low, but the ideas presented were valuable. School Site Council and the site Leadership Team reviewed the information collected by the Needs Assessment survey and made recommendations on what to include in the 2023-2024 SPSA. The SPSA was approved at our last SSC meeting in May.

Resource Inequities

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

Octavia E. Butler Magnet is designated as a Superintendent's Zone school, a Community School, and also has ATSI school designation. This provides resources to the school so that we can address the specific needs of our students for increased student achievement and the implementation of our diverse programming.

Through our Community Schools grant we were able to create new community partnerships to support our ongoing need of parent involvement. We provided workshops that were more well attended than in previous years and we will continue to offer them this year. We will also be holding our ELAC and other parent meetings in person instead of virtually to help families connect with our school.

School Vision and Mission

Vision

Octavia E. Butler Magnet is a diverse community of learners who lead with principles and compassion. We are equipped with the communication, collaboration, critical thinking, and creativity skills that are necessary to make a positive impact in our world.

Mission

Octavia E. Butler Magnet (OEB Magnet) provides innovative signature programs in Northwest Pasadena that nurture a diverse cadre of students. OEB Magnet students will promote to high school with a passion for extensive experiences in discovering, inventing, and designing. OEB will be a school where all students are engaged in learning rigorous standards-based concepts and skills that are relevant to their lives and to their future success.

School Profile

Octavia E. Butler Magnet (OEB Magnet) engages approximately 520 students in grades 6 through 8 by providing a rigorous, integrated, project based learning environment. OEB Magnet offers an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to enable students to understand complex problems, develop potential solutions, and prepare the next generation of innovators. At OEB Magnet, students acquire skills in communication, collaboration, critical thinking, and creativity, while developing a passion for discovery, invention, and design.

Octavia E. Butler Magnet recently completed a renaming process. Washington Middle School (the school's previous name) began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly

accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Canvas, Hapara, Nearpod, etc.). Since then, the district has provided every student with a personal device that our teachers are prepared to utilize in a way that promotes rigor and relevance to lessons.

In 2017, OEB Magnet was awarded a second Magnet School Assistance Program grant that added Spanish Dual-Language Immersion Programming, the AVID program, and a Social-Emotional Learning emphasis. Since then, OEB Magnet has experienced an increase in enrollment, increased diversity in the school's student population, and more engaging program offerings to attract students from all over the district to our school. OEB continues to support a STEAM integrated environment through elective classes, student clubs, and Project Based Learning units. In 2018, OEB Magnet was designated as a Nationally Certified STEM school by the National Institute for STEM Education (NISE). OEB Magnet was the the first school in California and the fifth in the nation to acquire this designation.

In 2020-21, 87% of OEB Magnet students qualified for free or reduced price lunch. Student ethnicity in 2020-21: 79% Hispanic or Latino, 13% Black or African American, 5% White, and 2% Asian, Filipino, Pacific Islander. Approximately 24% of students are English Learners. With the new guidelines indicating that reclassified English Learners will need to be monitored for four years instead of two, that puts our English Learner percentage nearly 50%. Washington STEAM Multilingual Academy is currently in Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant. The grant will end on September 30, 2023.

OEB Magnet has 29 highly qualified teachers who serve as classroom teachers, instructional coaches, a librarian, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as CAP, PEF, JPL, Armory Center for the Arts, and Pacific Oaks College.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	12.6%	10.77%	9.55%	60	56	49
Asian	1.7%	1.54%	1.36%	8	8	7
Filipino	1.1%	1.15%	0.97%	5	6	5
Hispanic/Latino	79.2%	79.62%	80.31%	376	414	412
Pacific Islander	0.2%	%	0%	1		0
White	4.6%	6.35%	6.82%	22	33	35
Multiple/No Response	0.4%	0.38%	0.78%	2	2	4
	Total Enrollment			475	520	513

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	183	198	187
Grade 7	170	162	183
Grade 8	121	160	143
Grade 9	1		
Total Enrollment	475	520	513

Conclusions based on this data:

- OEB Magnet is experiencing a slow but steady increase in enrollment despite the district's declining enrollment trends.
- OEB Magnet has its largest population in its 6th grade class which implies that enrollment in 7th and 8th grades will increase over the years.
- OEB Magnet has a slightly more diverse student population as indicated in the increase in the number of White and Filipino students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	114	126	129	24.00%	24.2%	25.1%
Fluent English Proficient (FEP)	160	174	160	33.70%	33.5%	31.2%
Reclassified Fluent English Proficient (RFEP)	5			4.4%		

Conclusions based on this data:

1. Having to monitor reclassified students for four years instead of two almost doubles the amount of students who will need dedicated support.
2. The reclassification rates have not increased to desired levels. We would like to have a 20% reclassification rate.
3. The percentage of students designated as English Learners has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	182	192		0	190		0	190		0.0	99.0	
Grade 7	171	153		0	146		0	146		0.0	95.4	
Grade 8	124	152		0	149		0	149		0.0	98.0	
All Grades	477	497		0	485		0	485		0.0	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2469.			8.95			13.68			34.74			42.63	
Grade 7		2494.			9.59			15.07			30.14			45.21	
Grade 8		2495.			10.74			14.77			23.49			51.01	
All Grades	N/A	N/A	N/A		9.69			14.43			29.90			45.98	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		7.89			46.84			45.26				
Grade 7		9.59			48.63			41.78				
Grade 8		8.05			42.28			49.66				
All Grades		8.45			45.98			45.57				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.58			41.27			48.15	
Grade 7		10.96			52.74			36.30	
Grade 8		11.41			40.94			47.65	
All Grades		10.95			44.63			44.42	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.95			67.89			23.16	
Grade 7		6.85			63.01			30.14	
Grade 8		10.74			63.09			26.17	
All Grades		8.87			64.95			26.19	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.58			60.53			27.89	
Grade 7		11.64			58.22			30.14	
Grade 8		10.74			63.09			26.17	
All Grades		11.34			60.62			28.04	

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	182	192		0	187		0	187		0.0	97.4	
Grade 7	171	153		0	149		0	149		0.0	97.4	
Grade 8	124	152		0	144		0	143		0.0	94.7	
All Grades	477	497		0	480		0	479		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2438.			6.95			8.56			20.86			63.64	
Grade 7		2456.			6.71			9.40			20.13			63.76	
Grade 8		2452.			9.09			6.29			12.59			72.03	
All Grades	N/A	N/A	N/A		7.52			8.14			18.16			66.18	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.42			29.95			63.64	
Grade 7		8.78			29.73			61.49	
Grade 8		9.79			23.78			66.43	
All Grades		8.16			28.03			63.81	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.42			39.04			54.55	
Grade 7		7.38			44.30			48.32	
Grade 8		7.69			39.86			52.45	
All Grades		7.10			40.92			51.98	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.63			52.41			37.97	
Grade 7		6.71			57.05			36.24	
Grade 8		7.69			54.55			37.76	
All Grades		8.14			54.49			37.37	

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.9	1514.6		1514.7	1518.6		1500.4	1510.2		44	55	
7	1501.3	1543.4		1508.6	1563.1		1493.5	1523.2		36	34	
8	1523.1	1538.8		1528.1	1546.0		1517.5	1531.3		27	29	
All Grades										107	118	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	16.36		27.91	38.18		44.19	21.82		16.28	23.64		43	55	
7	8.33	14.71		19.44	50.00		50.00	29.41		22.22	5.88		36	34	
8	3.70	6.90		29.63	41.38		55.56	48.28		11.11	3.45		27	29	
All Grades	8.49	13.56		25.47	42.37		49.06	30.51		16.98	13.56		106	118	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.23	45.45		44.19	30.91		9.30	12.73		16.28	10.91		43	55	
7	19.44	50.00		38.89	35.29		36.11	14.71		5.56	0.00		36	34	
8	11.11	20.69		55.56	68.97		29.63	6.90		3.70	3.45		27	29	
All Grades	21.70	40.68		45.28	41.53		23.58	11.86		9.43	5.93		106	118	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.65	3.64		11.63	25.45		39.53	29.09		44.19	41.82		43	55	
7	0.00	0.00		8.33	11.76		38.89	55.88		52.78	32.35		36	34	
8	0.00	6.90		11.11	10.34		48.15	51.72		40.74	31.03		27	29	
All Grades	1.89	3.39		10.38	17.80		41.51	42.37		46.23	36.44		106	118	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	9.09		62.79	72.73		25.58	18.18		43	55	
7	2.78	8.82		63.89	64.71		33.33	26.47		36	34	
8	0.00	6.90		77.78	68.97		22.22	24.14		27	29	
All Grades	5.66	8.47		66.98	69.49		27.36	22.03		106	118	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	67.44	63.64		23.26	29.09		9.30	7.27		43	55	
7	52.78	82.35		41.67	17.65		5.56	0.00		36	34	
8	55.56	82.14		40.74	17.86		3.70	0.00		27	28	
All Grades	59.43	73.50		33.96	23.08		6.60	3.42		106	117	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.65	7.27		25.58	30.91		69.77	61.82		43	55	
7	5.56	2.94		11.11	44.12		83.33	52.94		36	34	
8	3.70	10.34		22.22	20.69		74.07	68.97		27	29	
All Grades	4.72	6.78		19.81	32.20		75.47	61.02		106	118	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	7.27		69.77	69.09		18.60	23.64		43	55	
7	0.00	0.00		75.00	88.24		25.00	11.76		36	34	
8	0.00	3.45		85.19	86.21		14.81	10.34		27	29	
All Grades	4.72	4.24		75.47	78.81		19.81	16.95		106	118	

Conclusions based on this data:

1. There was positive movement in the Reading domain, but not enough to have a higher percentage in the well-developed category.
2. Slightly above 70% of the English Learners scored in the somewhat/moderate category in writing. Many of those students may be close to moving to the well-developed category.
3. Speaking is an area of strength in our students who are designated as English Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
520	85.0	24.2	1.5
Total Number of Students enrolled in Octavia E. Butler Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	24.2
Foster Youth	8	1.5
Homeless	31	6.0
Socioeconomically Disadvantaged	442	85.0
Students with Disabilities	90	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	10.8
American Indian		
Asian	8	1.5
Filipino	6	1.2
Hispanic	414	79.6
Two or More Races	2	0.4
Pacific Islander		
White	33	6.3

Conclusions based on this data:

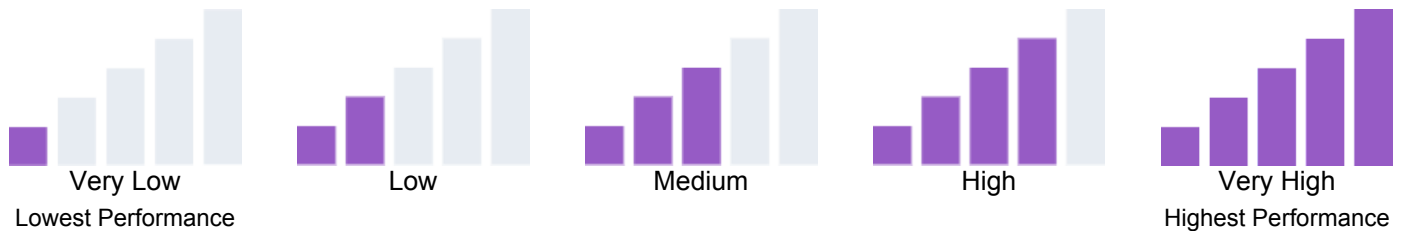
1. We are a racially segregated school. This is why we received the second MSAP grant, to decrease racial isolation.
2. We remain a segregated school based on socioeconomic status, even though our Socioeconomically Disadvantaged population is decreasing.
3. English Learners represent a large part of our population that needs more support.

School and Student Performance Data

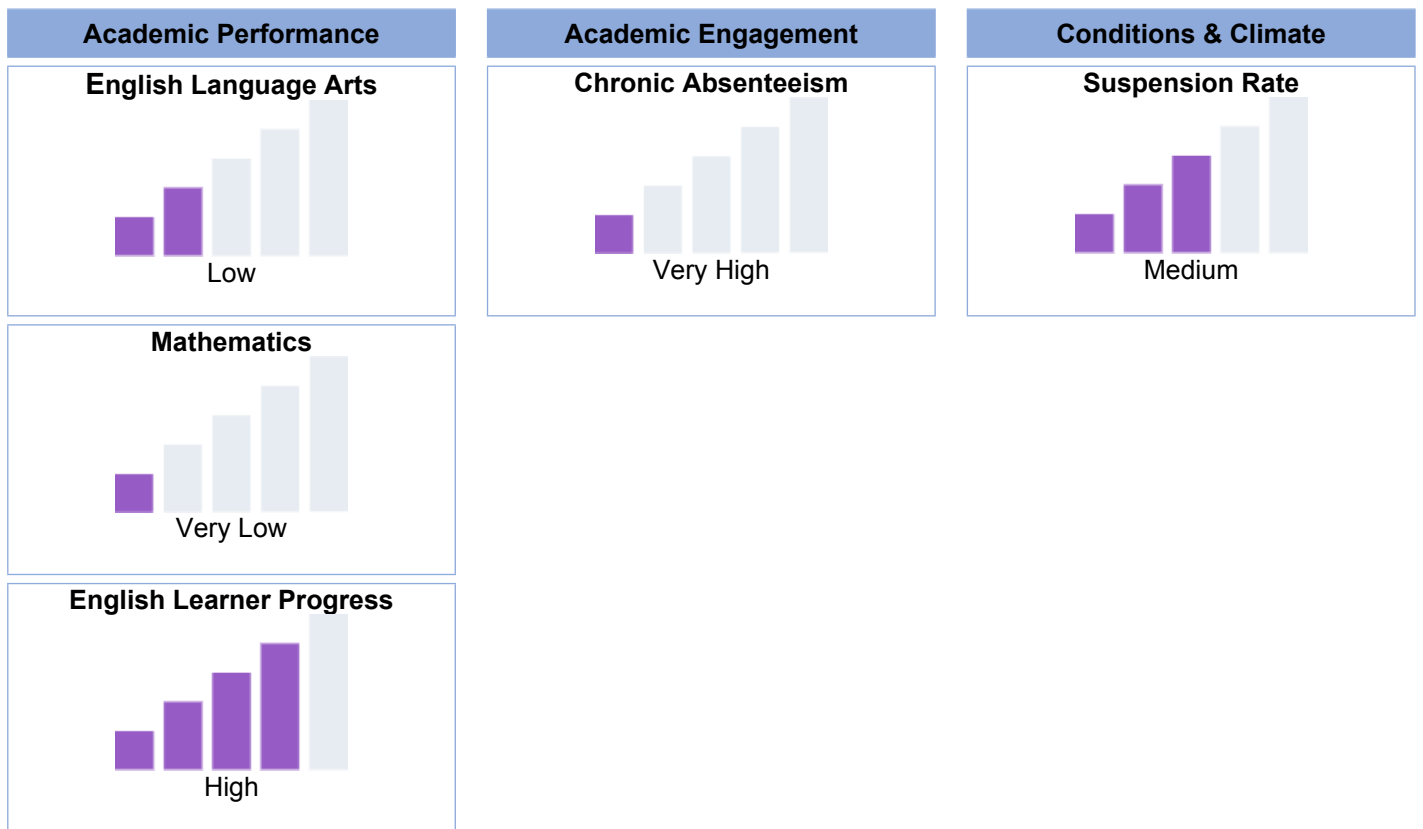
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Academically speaking, math is the area of greatest need.
2. The suspension rate increased leaving us to find alternatives to suspension. We also need to build capacity in our teaching/administrative staff to engage students and use preventative strategies to keep students in class/school.

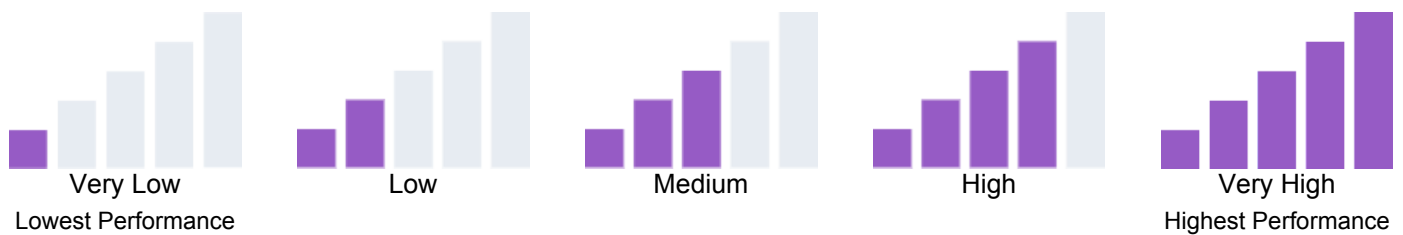
3. Chronic Absenteeism increased for many subgroups. Current strategies for decreasing absences are not working. Just like with the suspension rate, we need to pay attention to creating a classroom/school climate that keeps our students participating.

School and Student Performance Data

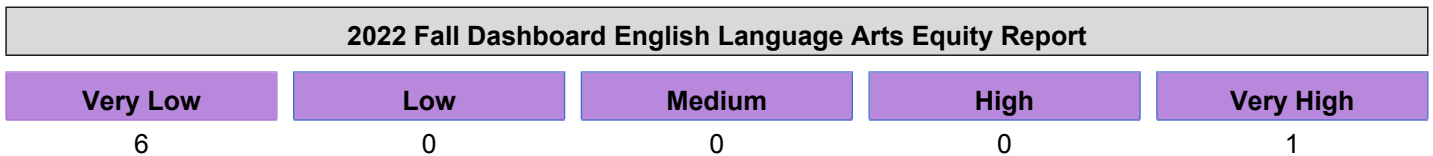
Academic Performance English Language Arts

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

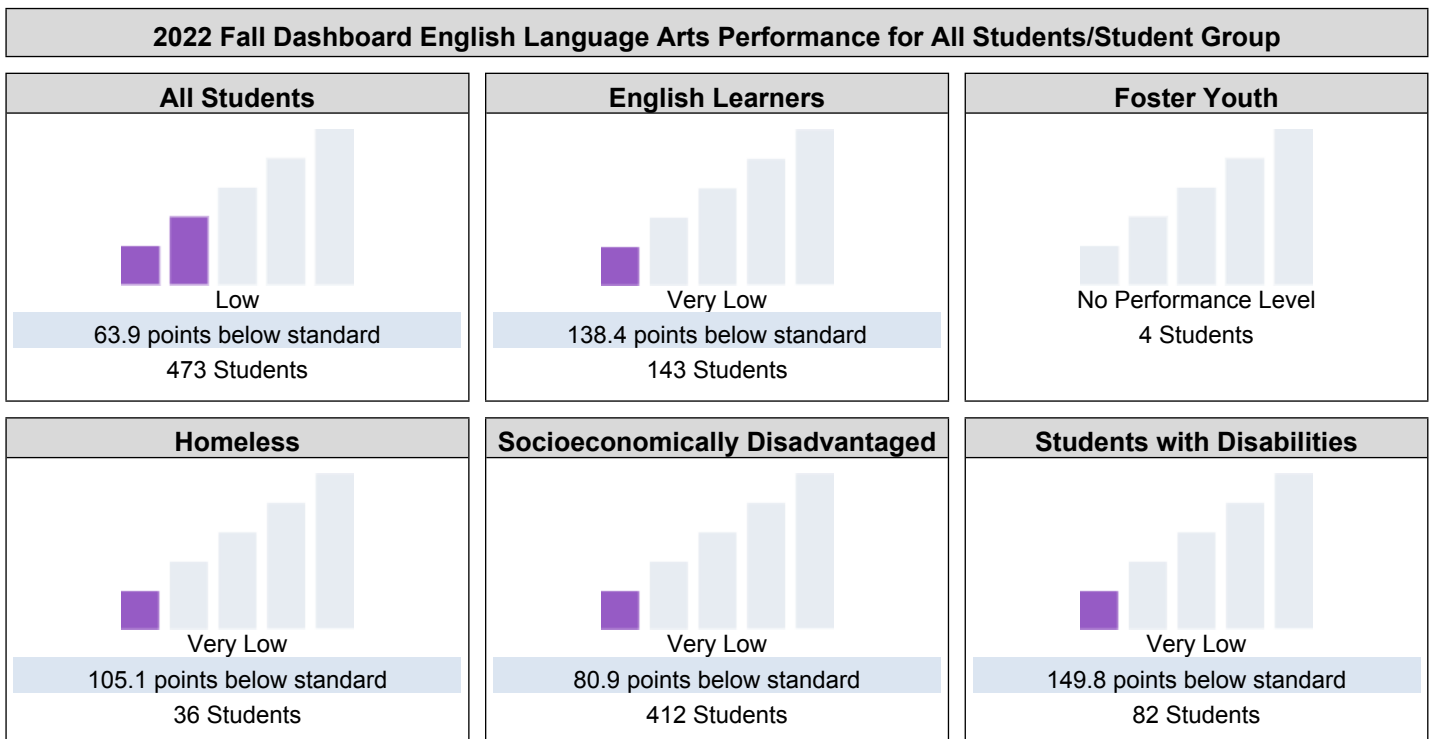
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



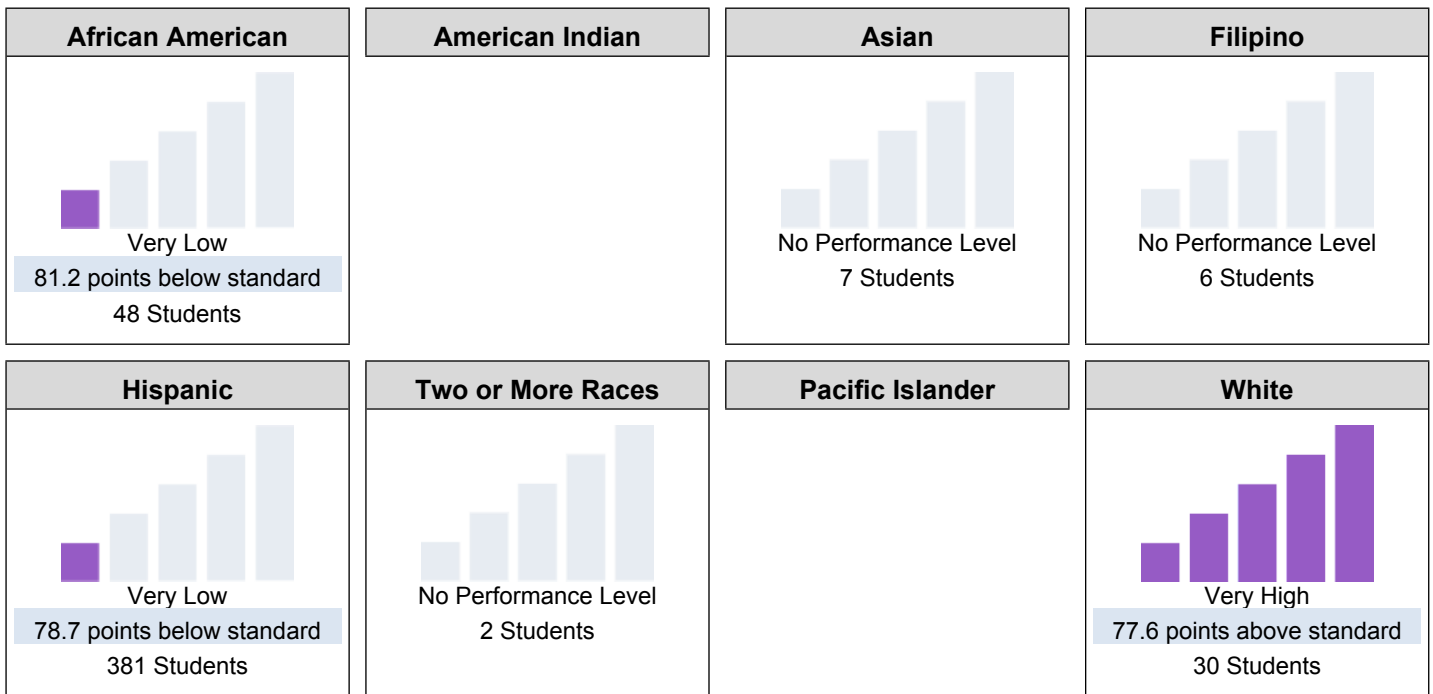
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.1 points below standard 113 Students	102.0 points below standard 30 Students	24.0 points below standard 193 Students

Conclusions based on this data:

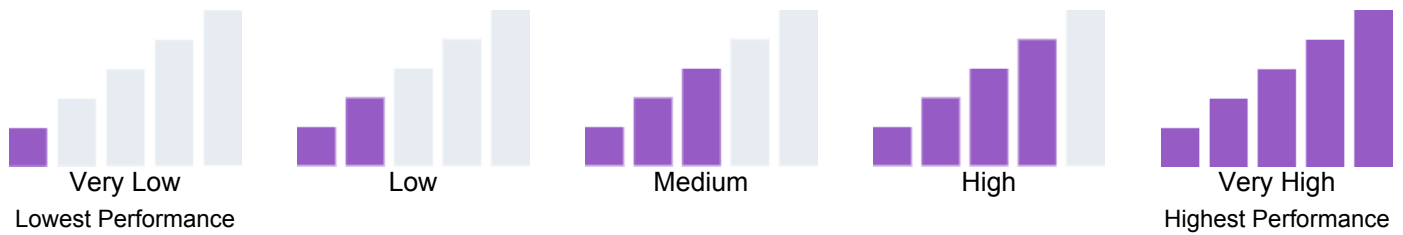
1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have will need to be addressed since the subgroup did not received special instruction that was different from other students.
3. English Learners still need more attention to their needs so that they may experience progress.

School and Student Performance Data

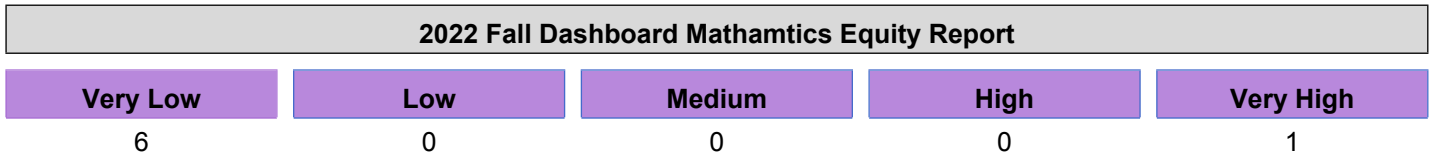
Academic Performance Mathematics

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

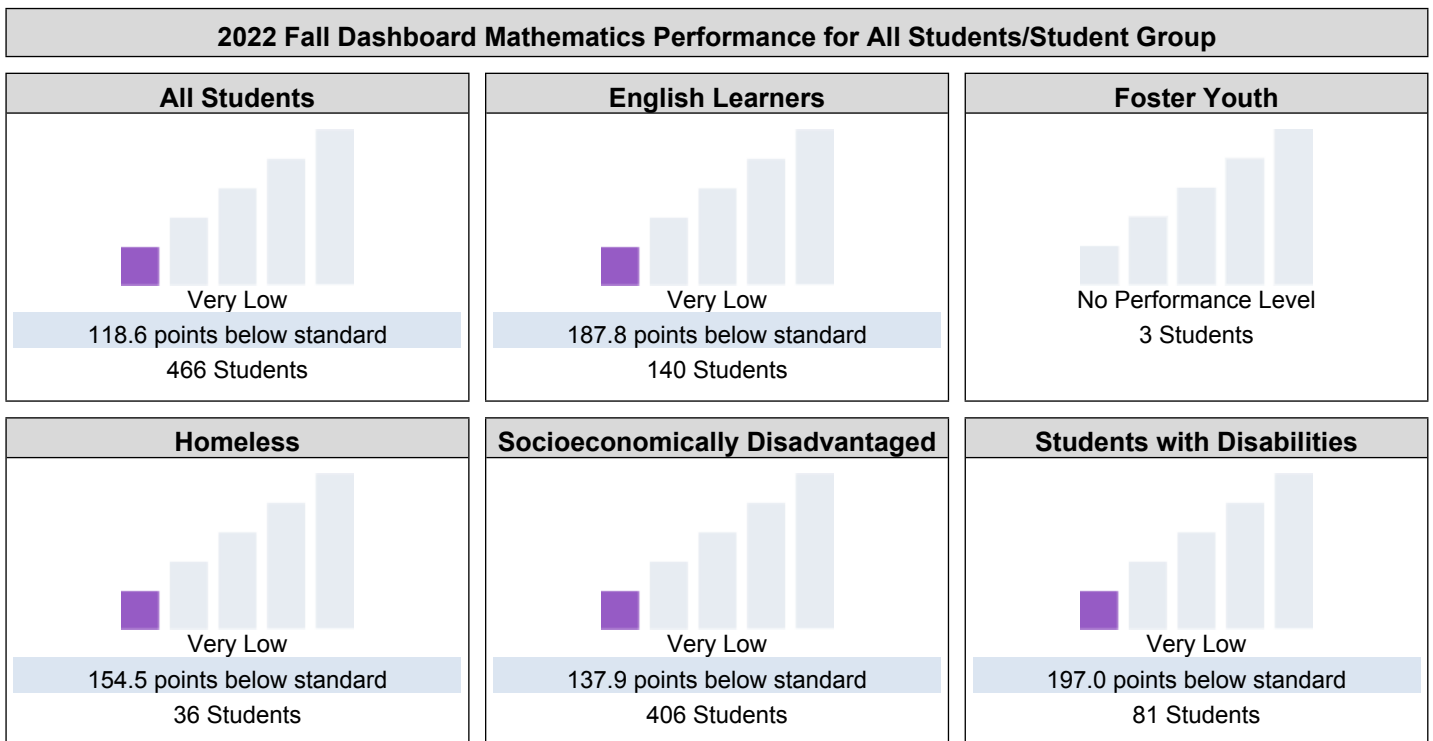
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



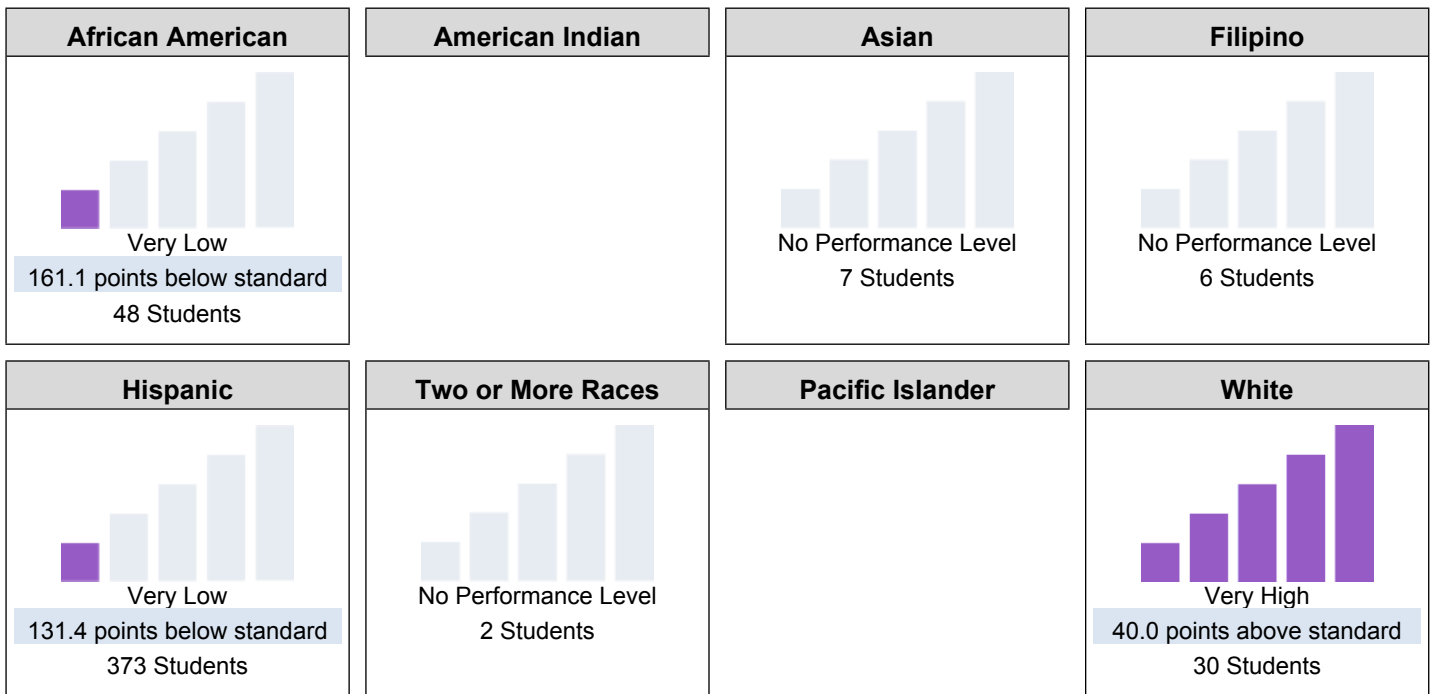
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>201.2 points below standard 111 Students</p>	<p>140.1 points below standard 30 Students</p>	<p>87.5 points below standard 193 Students</p>

Conclusions based on this data:

1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have will need to be addressed since the subgroup did not received special instruction that was different from other students.
3. All students need more support in the area of mathematics in order to reach standard.

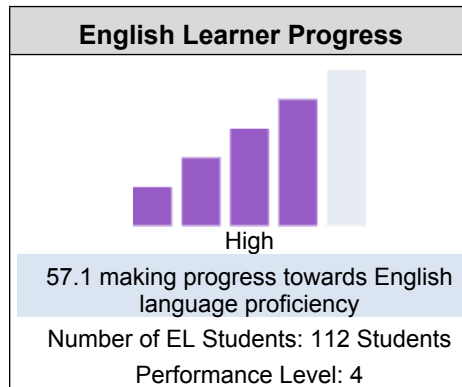
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.0%	34.8%	0.0%	57.1%

Conclusions based on this data:

- English Learners need more support than what's being offered in their ELD class. They need more support throughout the instructional day.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

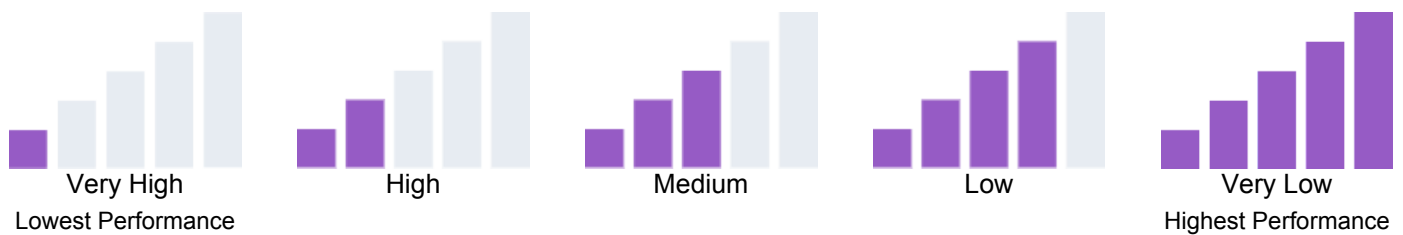
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School and Student Performance Data

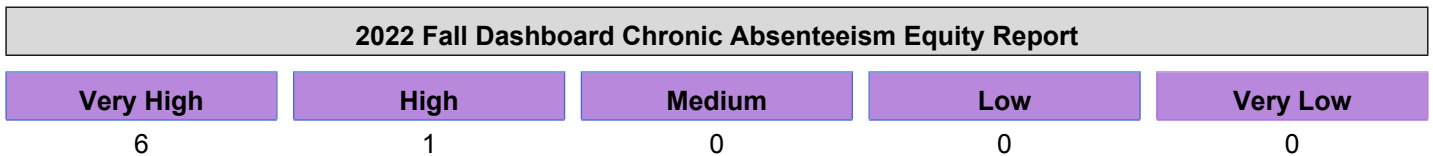
Academic Engagement Chronic Absenteeism

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

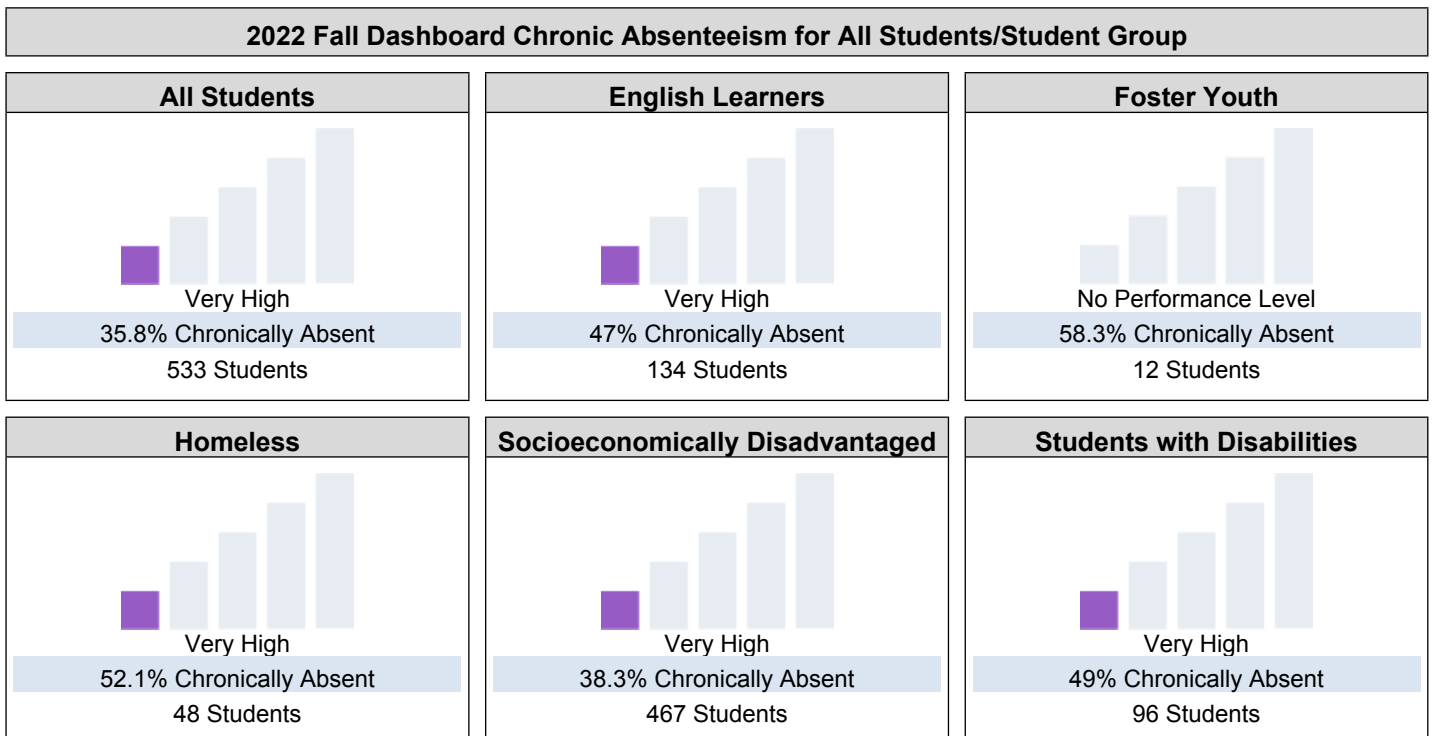
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



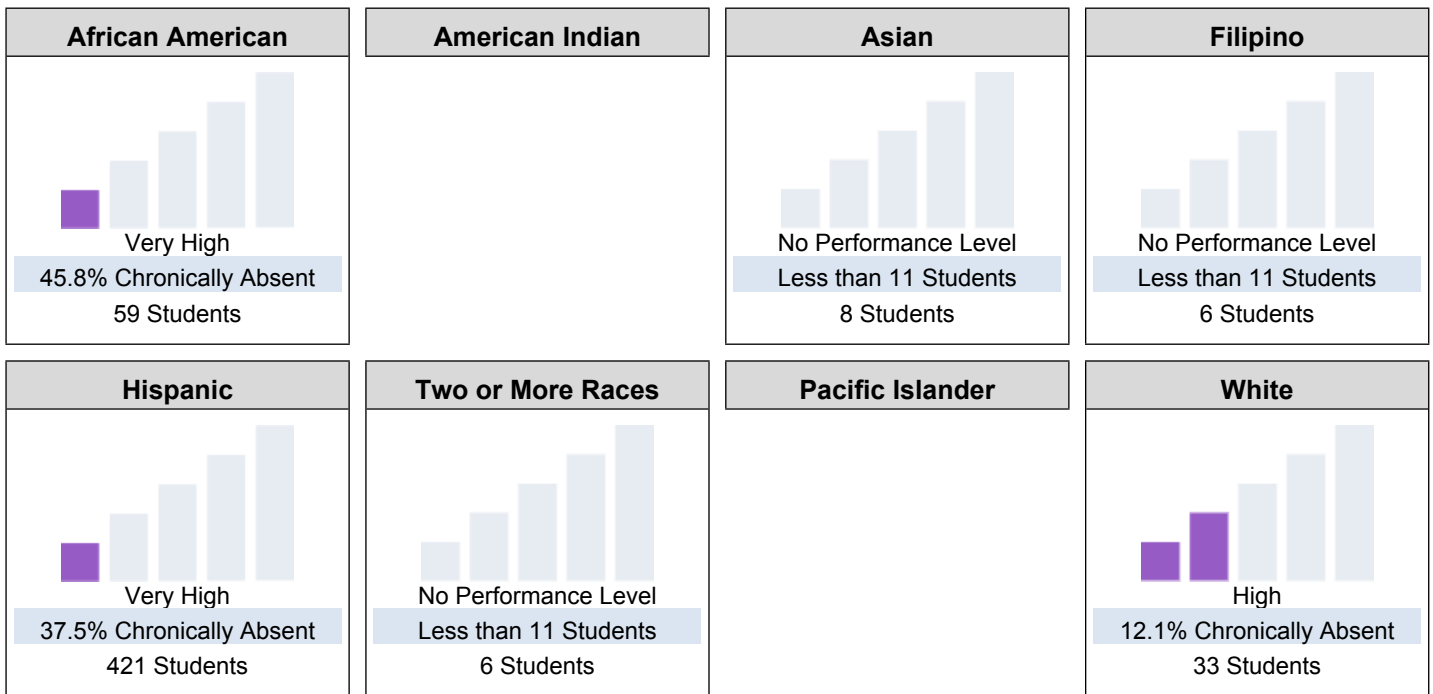
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

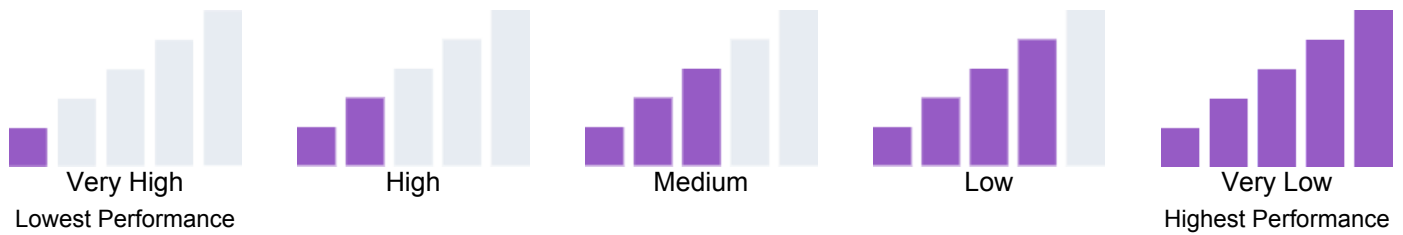
1. Foster youth need more support in attending all classes daily.
2. There are many students who belong to many different subgroups and whose absences greatly affect our data.
3. OEB Magnet needs school wide attendance goals to support a decline in our chronic absenteeism rate.

School and Student Performance Data

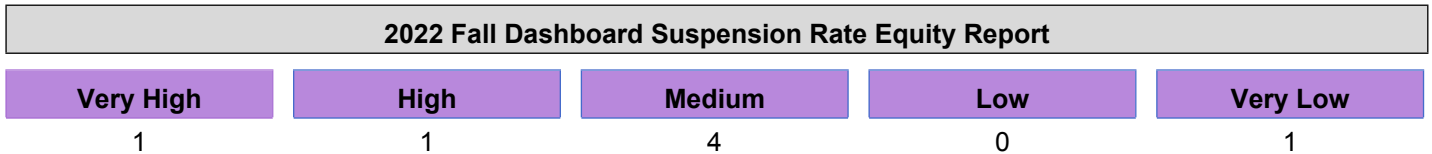
Conditions & Climate Suspension Rate

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

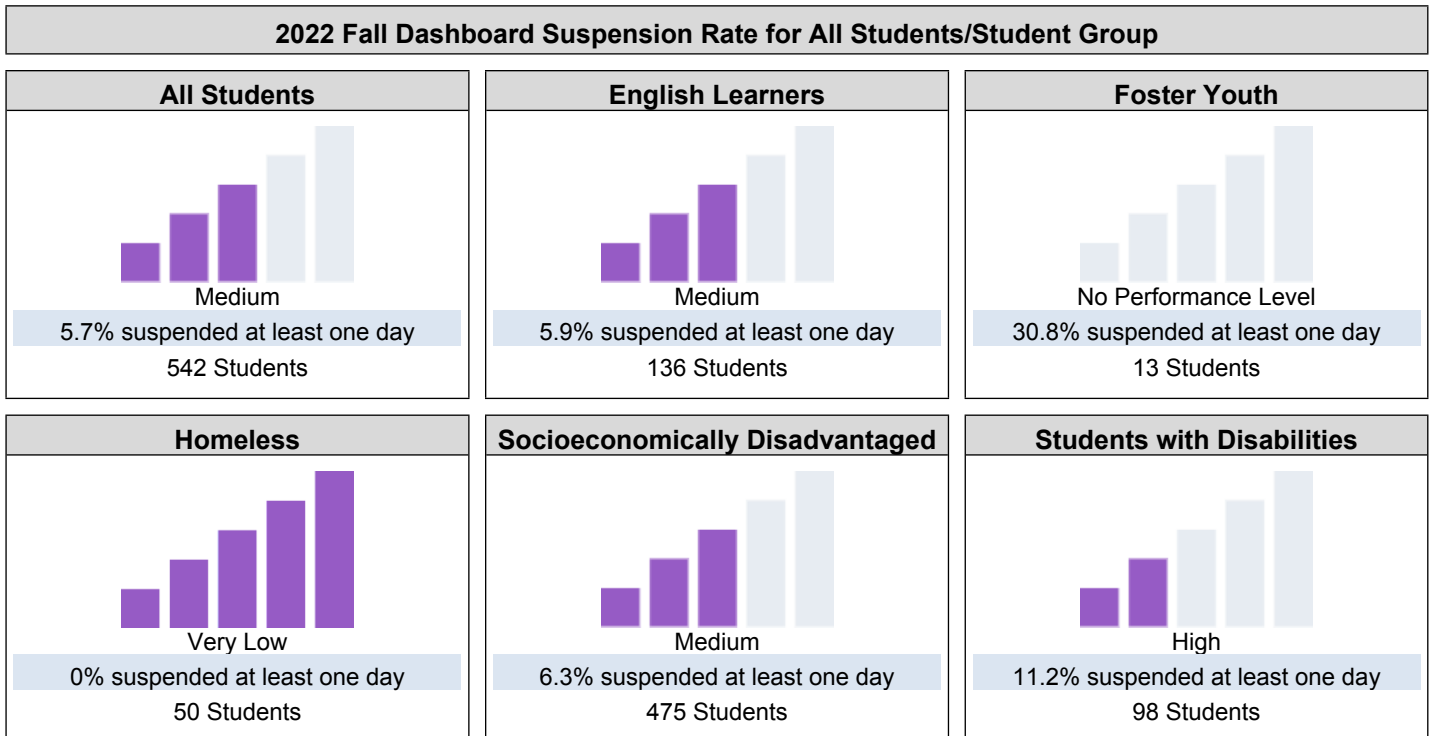
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



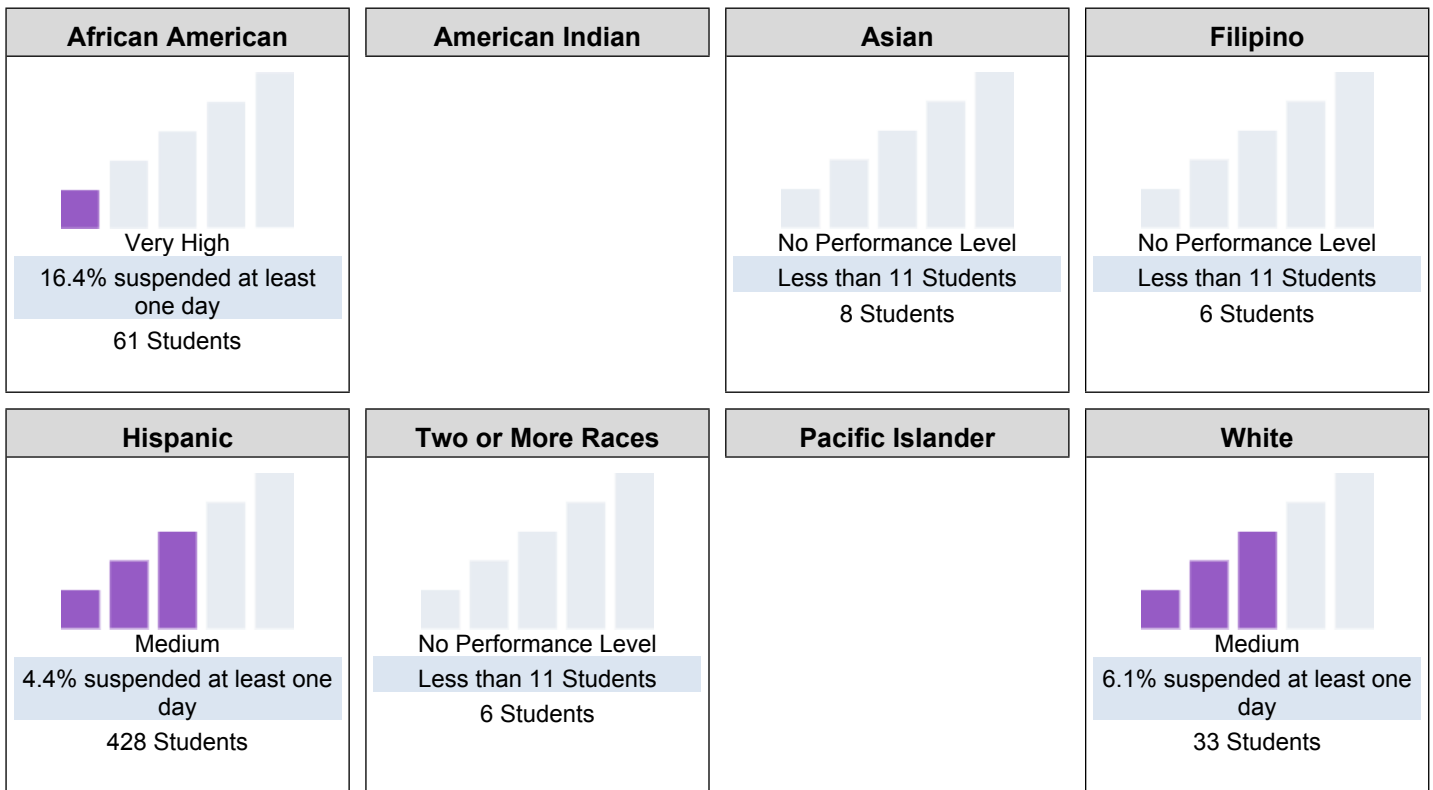
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Too many students are being suspended as a consequence for negative behavior. Teachers need support in implementing de-escalation techniques, Behavior RTI strategies, and creating inclusive and productive environments.
2. There are many students who belong to many different subgroups and whose suspensions greatly affect our data.
3. African American students need additional support to decrease the suspension rate to that of the other subgroups.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2022-2023 school year.

Identified Need

The major subgroups, Hispanic, Socio-economically disadvantaged, and English Learners, on our site are significantly below standard in the area of math.

Approximately 70%, of students arrive to our school as 6th graders who are two or more grade levels below in math, based on SBAC scores from 2019.

As of February 2023, schoolwide iReady Math data indicates that 58% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	13.6% of students met/exceeded math target goals as measured by 2018-2019 SBAC math.	23% of student will meet/exceed math target goals as measured by 2023-2024 SBAC math.
SBAC Math	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none"> Hispanic (-130.6) Socio-Economically Disadvantaged (-134.7) English Learners (-157.5) 	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2024.</p> <ul style="list-style-type: none"> Hispanic (-110.6) Socio-Economically disadvantaged (-114.7) English Learners (-137.5)
iReady	In September 2021, 69% of students were "at-risk" based on iReady Diagnostic. By	By February of 2024, only 40% of students will be at risk based on the results from the iReady Math Diagnostic 2.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	February of 2022, 58% of students were at-risk.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Math teachers will strengthen their implementation of the Workshop Model in all Math classrooms. The Workshop Model allows for differentiation, intervention, small group instruction, and student conferencing.

- Time for teachers to analyze data collaboratively and plan centers to be used during workshop. (Substitute teachers needed so that teachers can attend training sessions)
- Hire another Full time Math teacher (FTE) to lower the class size of our 6th and 7th grade math classes in order to facilitate more focused differentiation strategies.
- Time to have data chats with administration to check student progress, with special attention paid to English Learners and Hispanic students.
- Schedule 2-4 professional development sessions for teachers with Workshop Model as its focus. The focus will be on small group instruction and stronger implementation of our district-approved math curriculum within the workshop model. (Substitute teachers needed so that teachers can attend training sessions.)
- The math team will hold Math Department meetings consisting of all of the site's math teachers who will meet regularly to monitor the direction of math instruction and engage in vertical planning that will support the academic development of our students. This will provide improved vertical lesson planning and articulation of levels of student performance expectations. This will also allow for collaborative opportunities for instructional staff to provide strategies to support learners across grade levels. (Hourly pay for teachers to meet outside of regular hours).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
83634	Title I Part A: Allocation
80000	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase student talk during math instruction with the use of questioning strategies, AVID WICOR strategies, Kagan cooperative structures, and SDAIE strategies. This will engage students in developing a deeper conceptual understanding of the math concepts being taught. The area with the lowest percentage of students in the "met" or "nearly met" categories is math reasoning and conceptual understanding.

- Teachers will use require sub time to plan during Half-day or full-day pull out sessions.
- Teachers will analyze student work/data to assess student progress in the area of mathematical concept building and mathematical reasoning.
- Teachers will use the resources in iReady to create flexible groupings of students to deliver small group instruction. Teachers will need supplies to facilitate small groups more easily, like Whiteboards (mobile and individual), whiteboards markers, manipulatives, and other classroom supplies.
- All math teachers will collaborate to identify students for small group instruction and student growth tracking.
- Admin/coaches will schedule, plan, and facilitate learning walks to monitor the implementation of instructional strategies and Workshop Model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will fully implement district adopted curriculum, Ready and iReady, to support student progress towards grade level proficiency and beyond. Teachers will become familiar with the Teacher toolbox that is included in the curriculum to support lesson design and differentiation.

- Administration will monitor student use of iReady to assess how students are spending time on gaps in math knowledge. This data will serve to inform teacher/coach in the use of differentiation strategies during workshop. Administration, coaches, and teachers will work

together to assign assessment to students to test their growth in key knowledge and skills. Administration will meet with the teachers, individually or as a department, at least four times per year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will incentivize the progress of student results in iReady and on the Math Diagnostic tests. Teachers will establish student growth targets with students during teacher-student conferences after first diagnostic and incentivize student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development and support with instructional strategies that will increase the conceptual understanding of students in mathematics classrooms (Workshop Model, increase student talk, and full implementation of district-adopted curriculum). Teacher professional development in all of these areas has not been implemented as planned due to substitute shortages, unfilled math positions. When teachers were able to engage in professional development and planning, they were able to implement the instructional strategies.

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

While this year has focused on implementing iReady curriculum with fidelity, barriers include the capacity of new math teachers to implement, a new instructional coach, new administrative team, and multiple core unfilled and intervention positions.

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.

Based on feedback from teachers and work with the Instructional Coach, a focus has been added into this year's goal looking at supporting instruction across grade levels, implementing the set goals with fidelity, and addressing barriers to implementation.

This includes additional time to plan the implementation of a structured math intervention plan, ongoing professional development of our new Instructional Coach to support teachers.

This plan also provides implementation support for classroom instructional strategies that foster group work and workshop model instructional delivery. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency. By hiring an Intervention teacher, more students can be supported in their efforts to reach grade level proficiency.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -76.9 (Orange) from 2019 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 71.9 or more (to reach Green) to end at -70 or higher by the end of the 2023-2024 school year.

Identified Need

Just below 80% of percent of students did not reach proficiency in English Language Arts according to the 2018 - 2019 SBAC data.

A high number of students (approximately 75%) arrive to our school two or more grade levels below in ELA according to district reports using 2018-2019 SBAC data.

As of February 2023, schoolwide iReady ELA data indicates that 64% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	20.7% of students are proficient or above in ELA according to the 2018-2019 SBAC.	30% of students proficient or above in ELA according to SBAC by May of 2024.
SBAC	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none"> Hispanic (-78.7) Socio-Economically Disadvantaged (-83.6) English Learners (-112) 	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2024.</p> <ul style="list-style-type: none"> Hispanic (-58.7) Socio-Economically disadvantaged (-63.6) English Learners (-92)
iReady ELA	As of February 2023, schoolwide iReady ELA data	By February 2024, 50% or less students will be considered at-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicates that 64% of our students are at-risk. This is a decrease from September 2021 when data showed that 71% of our students were below grade level.	risk based on the iReady ELA Diagnostic Test.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AVID strategies will support the development of ELA and Critical Thinking skills in all students. We will strengthen the implementation of AVID strategies throughout all classrooms.

- Teachers will receive continued professional development on WICOR (AVID Strategies of Writing, Inquiry, Collaboration, Organization, and Reading). This will support the development of students' ELA skills.
- Teachers will receive continued professional development in Costa's Levels of Thinking (AVID) to strengthen students' use of academic language and critical thinking skills.
- Teachers will continue to receive support from the site's Instructional Coach through individual or group coaching sessions, professional development sessions, and Learning Walks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All ELA teachers will participate in ELA Department meetings so that teachers can collaborate, analyze/track data, and engage in vertical alignment planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20000

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase # of students reaching growth targets as set by teachers and students according to iReady ELA. This will give students a better chance at catching up to grade level. (In response to the high number of students who arrive at our school two or more grade levels below.)

- Set aside time to analyze data minimally one per quarter from iReady ELA.
- Continue to implement student conferencing, as part of Reading/Writing Workshop, using iReady ELA data and student work samples with rubrics.
- Incentive student growth by rewarding students who reach their growth targets. (\$500 - PEF)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will grow in their ability to implement Reading and Writing Workshop Model in all ELA/SS classrooms. This will serve to facilitate differentiation, intervention, small group instruction, and student conferencing.

- Teachers will participate in professional development led by the site Instructional Coach that will be supported through Learning Walks and coaching sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase the number of words/books students read by maintaining an updated and current list of book titles in the library. This has proven to increase the school's readership rates. In order to keep students reading, we will buy more books for the library. This will provide students with additional materials that promote interest-based reading and reading comprehension opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The main purpose of these strategies/activities was the implementation of common writing and inquiry practices. Teacher professional development in terms of both the workshop model and balanced literacy were prioritized along with AVID instructional model. While the intent was to provide teachers with time to plan and deliver lessons using WICOR structures, finding dedicated collaboration and planning time for teachers proved to be challenging given the need to pull teachers during planning time in response to sub shortages and absences. For the brief period where these strategies could be implemented, initial feedback indicated teachers felt these strategies showed promise and potential. Teachers need to be supported in their growth of addressing the needs low performing students and these actions were able to do that. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. AVID strategies will also support the implementation reading and writing strategies throughout all ELA, Social Studies, and ELD classrooms.

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

Due to the need for teachers to cover classes due to teacher quarantines and substitute teacher shortages and impacted A Monday schedules having district required Covid updates and additional planning time given to teachers, not all of the planned teacher professional development and collaboration time was able to be delivered this year. Additionally, the school is executing plans and the expected goals for the implementation of the MSAP grant and TNTP middle school intervention. Literacy is one of the most important areas for improvement in our academic plan, but the full implementation of the MSAP grant is also top priority. Both MSAP and TNTP have priorities that are being balanced against the limited time constraints for this years collaboration and development time.

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

We will continue implement the Workshop Model in all ELA, ELD, and Social Studies classrooms. It has been difficult to have training throughout all classrooms due to high turnover in our ELA Department. As the implementation of Workshop and AVID grows, the SPSA will be modified based on which strategies is the most effective. For a second year in a row, we will not be experiencing high turnover within our ELA department.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -112 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 42 or more (to reach Yellow) to end at -109 or higher by the end of the 2023-2024 school year.

CAASPP ELA Average Distance From Standard for Reclassified English Learners will decrease the baseline of -75.2 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 5.2 or more (to reach Yellow) to end at -72.2 or higher by the end of the 2023-2024 school year.

Identified Need

Since the 2016-2017 school year, there has only been one EL student that has been proficient on the ELA SBAC test. The English Learner subgroup is the lowest performing subgroup according to the 18-19 SBAC test. Because of this, we must support an increase in the academic performance of our English Learners so that they may reclassify and be prepared to be successful in all of their classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - ELA	English Learners increased by 1.2 points in the area of ELA according to the SBAC, which puts them at 112 points below standard.	English Learners as a subgroup will increase in proficiency on the 23-24 ELA SBAC test.
SBAC - Math	English Learners increased by 1.5 points in the area of Math according to the SBAC, which puts them at 157.5 points below standard.	English Learners as a subgroup will increase in proficiency on the 23-24 Math SBAC test.
iReady ELA Diagnostic	We will establish baseline data by the end of September of 2021 for our English Learners, based on the first administration of the iReady ELA Diagnostic for the 2021-2022 school year.	By March of 2024, 50% of English Learners will grow by at least one grade level based on the iReady ELA Diagnostic assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	In 18-19, approximately 7% of English Learners fell into Level 4 based on the ELPAC Test, which is the highest level and the level needed to reclassify.	By June 2024, 17% of English Learners will fall into the Level 4 category, putting them in the position to possibly reclassify.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increase use of SDAIE strategies being used in ELD Elective classes throughout all other core curricular classes.

- Increase professional development available for teachers in Reading strategies and writing strategies. This is reinforced by the implementation of AVID WICOR strategies.
- Increase the awareness in all teachers in how they should be supporting English Learners in their classes.
- Instructional coach will support teachers in the use of SDAIE strategies through individual or group coaching sessions and through site Learning Walks.
- Planning time for teachers to meet with Instructional Coach and LDRT to build lessons that include strategies to support English Learners and analyze data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12803

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implement iReady ELA in the ELD Elective classes to support reading development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

OEB Magnet will offer tutoring and other learning support opportunities specifically for our English Learners both inside and outside of regular school hours by all core curricular teachers, including the ELD teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

149800

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Engage English Learners in goal setting activities in regards to growth based on grades and iReady ELA data. English Learners will demonstrate growth on each subsequent assessment given at least quarterly. We will incentivize students to help motivate them to reach their growth goals that are created based on iReady ELA diagnostic data. (\$500 - PEF)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will attend CABE and other pertinent conferences to learn current strategies and practices for supporting the academic development and social emotional well-being of students who are English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of these goals focus on individualizing students' plans for improvement with particular emphasis on English Learners. After school tutoring and WICOR trainings were implemented this year. Given that tutoring opportunities were also provided via central district services (Paper tutoring), the overall effectiveness of after school tutoring is difficult to determine because students did not use either service consistently. Professional development sessions based on instructional strategies for English Learners and struggling students have been valuable for teachers in support of the integration of WICOR and SDAIE strategies in their lessons.

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

Initial plans to promote collaboration across ELD and content teachers were placed on hold due to challenges in maintaining in-person stable co-horts and Covid safety protocols. While ELD instructional supports have been put in place, they have not had a chance to be fully implemented with on-going coaching that links the work across all instructional content areas. iReady reading and AVID have become the bridge content for research-based curriculum for EL students. Teachers need to be supported in their collaborative efforts. We need to make sure that there is the time and enough structure to make sure the intended outcomes are produced when teachers are collaborating. Our core curricular instructors must include strategies that will more effectively support our English Learners in their classrooms.

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

We will no longer support the use of Read 180 in our ELD classes. We will be using iReady ELA and other instructional resources to deliver lessons in our ELD classrooms.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Suspension Rate for All Students will decrease the baseline of 22.4 (Red) from 2019 by a total of -10.4 or more (to reach Orange) with a stretch goal of -14.4 or more (to reach Yellow) to end at 12. or lower by the end of the 2023-2024 school year.

Identified Need

Students need to feel safe, welcome, and respected in their learning environment. When students feel safe, welcome, and respected, they can engage fully in the learning process.

Students who English learners and African American students may have needs that are negatively affecting their sense of safety in their classrooms. This puts a barrier between these students and their access to instruction. We must build inclusive classroom cultures that are culturally responsive and psychologically safe.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	In 2019, the suspension rate was 22.4%.	By May 2023, the suspension rate will be 12.4% for all students.
Suspension Rate - CA Dashboard	In 2019, the suspension rate for English Learner students was 26% and for African American students it was 29.2%.	The suspension rate for English Learner students will be 16% and for African American students, 19.2%.
Referral Data	We will monitor the number of students who receive multiple referrals for the same infraction. We will establish a running list by October of 2023.	From October 2023 through March 2024, 50% of the students who receive a referral will not receive a second referral for the same infraction.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students at OEB Magnet will be supported in developing self-regulation plans by having support personnel (site-based, district-based, and outside contractors) using SEL programming, defined MTSS support interventions, and PBIS intervention strategies. This will help students to learn skills that allow them to avoid negative behaviors which result in time outside of the learning environment.

Example providers may include LACOE PBIS and the work that they might perform is providing professional development and resources to our site PBIS team. We will also continue to provide a site Behavior RTI Coach to support teachers in their implementation of MTSS strategies, support the site in their implementation of school-wide PBIS strategies, and support students as they demonstrate the need for intervention. PBIS strategies can include strategies that require incentives for students. Site-based support personnel may include Behavior support aides to support students in classrooms and during unstructured time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

OEB Magnet will create a master schedule with diverse elective offerings so that students will be engaged in their classes and connected to the school community, thereby decreasing negative behaviors and the need for suspensions. This includes 7th period performing arts classes and visual arts classes during the regular school day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will receive instruction in SEL strategies and behavioral support both during the instructional day and outside of the instructional day so that they can focus their attention and efforts on their academic development. This may include opportunities such as afterschool tutoring, Saturday school, or curriculum delivered during our Advisory classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will receive professional development in the areas of SEL, MTSS, and PBIS in order to provide an effective and encouraging learning environment for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to decrease the number of negative incidents that occur with students during unstructured time (Nutrition, Lunch, afterschool, before school), OEB Magnet will provide supplies and supervision for student-interest clubs that will give them enrichment and self-development opportunities while on school grounds. Students will feel more connected to the school community and have positive activities to engage in.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall goal of this plan is to create a positive environment for our students learn. We also need to increase the sense of responsibility that the students must have to grow academically and behaviorally. We have been focusing on building agency in our students. We will continue with this push in the 2023 - 2024 school year.

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

We have many of our key staff members who contributed to a positive school culture. We will be building capacity in other staff members to fill those gaps in our school wide Tier I. We will continue with daily Advisory classes which added to the sense of group responsibility for our school climate. Teachers will receive professional development for strategies to be implemented during Advisory time and establishing positive relationships with the students in their Advisory classes.

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

We're building the capacity in our staff to continue to strengthen the implementation of Tier I strategies and support the large number of Tier 2 students who need more support.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 5

Parent involvement is an important part of student success. Our goal is to increase the number of parents involved in activities that support student achievement, such as monitoring the academic development of their children, monitoring student attendance, attending parent workshops, and interacting with teachers and school staff on a regular basis.

Identified Need

Students are not being supported enough in the areas of attendance and academic achievement. When contacting parents in an effort to support student success, parents often are not aware of issues such as poor attendance, missing assignments, and engagement in negative behaviors even though the information is available to them through parent portal. Parents also express that they are not aware of parent workshops, district parent trainings, or ways they can contact their students' teachers. The parents are waiting for the school to make first contact in regards to student needs or the offer of available resources. Even though the school uses Parentlink to send messages, updates the school website, and registers as many parents as possible for Parent Portal, many parents are not engaged in monitoring their students' participation in school or their participation by way of interacting with teachers and attending school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents with Parent Portal	In February 2023, 58% of parents had Parent Portal access.	In February 2024, 70% of parents will have Parent Portal access.
Parent Attendance at Stakeholder meetings and school events	Base percentage unavailable due to COVID.	By March of 2024, 50% of our parents will have attended at least one stakeholder meeting, parent workshop, or school event based on attendance tracking at these parent engagement opportunities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will take every opportunity to register all parents for Parent Portal, including during all school events throughout the calendar year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will increase outreach to parents and families throughout the school year to keep the parents and guardians informed about the trainings, workshops, and other opportunities to be involved in the academic achievement of their students using site staff such as a full time community assistant and other site staff. We will work with community partners, like for example Pacific Oaks College, (\$50,000 - CSI) who will support our parents in learning how to engage in the school community. We will continue to use the normal strategies of Parentlink phone announcements, website updates, the marquee, and individualized phone calls from school staff. We will also use unique and creative techniques to meet with families through formal and informal, structured and unstructured activities that incentivize participation. This will be supported by our community partners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to provide a welcoming atmosphere for our parent/stakeholder meetings and parent workshops, we will comfort items such a snacks and refreshments and child care for our families in an effort to increase attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1910

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our plan serves to increase our parents' engagement in the academic success of their children. With our community partners, we will use effective outreach strategies to support our families.

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

We are constantly trying to get more of our parents to engage in the academic development of their children. Our community assistant is instrumental to our parent outreach efforts. Along with our Community Assistant we will have additional staff (Senior Community Advocate) and community partnerships to support our parent engagement goals.

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

We will be continuing with the focus of our efforts to incoming 6th grade families, hoping that this will help future trends in parent portal access and parent engagement as the years pass.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 6

As part of the MSAP Grant, we will continue to strengthen the implementation of the AVID program school wide.

Identified Need

Students need study skills and organization explicitly taught alongside the content instruction that occurs in core academic classes. This will help them participate in class instruction and independent study, such as homework and projects. Studies show that student engagement increases when students are being taught content and skills within lessons that address topics that are relevant and give students choice and voice. When students are engaged, they can handle higher levels of rigor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - CCI Tool : AVID Schoolwide Instruction (4-point rubric)	At this time, we are, on average, at a 2 on a 4-point rubric that describes our implementation of AVID strategies.	By March 2024, we would like to average a 3 in all areas in the AVID Schoolwide Instruction section of the CCI, with 4's in Organizational Methods and Tools.
Grades of Students in AVID Elective Classes	GPA of students - To be established after the first quarter of the 2023-2024 school year.	By the end of the 2023-2024 school year, students in the AVID Elective class will have increased their GPA.
Number of students who participated in PBL units throughout the school year.	Baseline for this goal will be established during the 2023-2024 school year.	By the end of the 2023-2024 school year, all students will have participated in at least two PBL units, one in their Social Studies classroom and another in a different class.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will have an AVID Binder, and the corresponding contents/supplies, that is utilized by all core academic classes and some elective classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in AVID elective classes

Strategy/Activity

Students in the AVID elective class will participate in tutorial session two times per week to support academic development and ownership of their own learning. This is supported by AVID Tutors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase the frequency of the use of PBL units in all classrooms. Social Studies Teachers will implement integrated PBL units throughout the 2023-2024 school year to support our theme of STEAM integration across curricular areas. Supplementary hourly pay will be provided for teachers to create new plans and collaborate with colleagues. Professional development for teachers will be provided to support PBL lesson design. We will continue to support the use of PBL units in all core curricular classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

OEB Magnet will be pursuing recertification as a Nationally Certified STEM campus. Teachers must complete the professional development activities as a part of the recertification process. The activities serve to increase teachers' awareness on how to implement instructional strategies and create a classroom climate to provide quality STEM integrated lessons in all classrooms across all curricular areas. The learning outcomes are in alignment with and reinforce our instructional goals. Teachers will be observing in each other's classrooms and collaborating to finish the program. Teachers and site will be supported by the National Institute for Science Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We realized that AVID can support all students school wide. The strategies taught within AVID support both site and district initiatives. We also see the benefits for our struggling subgroups, such as our English Learners.

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

Because of the MSAP grant, we are able to offer aspects of AVID to all of our students as part of the focus on college/career readiness. We are pursuing a designation as an AVID Certified campus. In regards to training in PBL lesson delivery, we decided to focus only on our Social Studies teachers. Social Studies is a curricular area that receives little professional development support. The other teachers, English Language Arts, Math, and Science, all have other instructional focus areas to increase student achievement. Social studies curriculum lends itself to STEM integrated, project based learning environment quite well. Through support from one of our consulting companies, the Social studies teachers are learning ways to integrate other instructional focus areas such as academic language development, critical reading skills, and student agency.

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.

AVID strategies support all core curricular areas. When implemented consistently, it boosts student engagement and participation, which then turns into higher levels of academic achievement. By reestablishing the use of PBL units to deliver instruction, students will engage more in their learning because of the focus on differentiation, relevancy, and student voice and choice.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 7

Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2023-2024 school year.

Identified Need

We need to decrease the number of students who are chronically absent from school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate - CA Dashboard	In 2019, the chronic absenteeism rate was 21.3%.	By May 2024, the chronic absenteeism rate will be 11.3% for all students.
Chronic Absenteeism Rate - CA Dashboard	In 2019, African American students had the highest chronic absentee rate at 35%.	By May 2024, the chronic absenteeism rate for African American students will be 25%.
Monthly Attendance Reports	We will identify students who show the possibility of becoming Chronically Absent for the 2023-2024 school year by October of 2023.	By April 2024, 50% of the originally identified students will not become chronically absent students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students identified as at-risk for attendance by Attendance Reports from CWA.

Strategy/Activity

Monitor attendance and address student and family needs based on SART conferences. We will review student attendance reports monthly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as chronically absent based on Attendance Reports.

Strategy/Activity

Set individual goals for students with incentives for reaching the goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as chronically absent based on Attendance Reports.

Strategy/Activity

In order to promote more interaction between parents and teachers, we will set aside funds for teachers to make attendance phone call to parents of students who are struggling with attendance. This will allow for an overlap of information for parents, to hear about both attendance and academic needs. It will also help teachers build stronger connections to families. The input gained from these calls can support the development of plans to help students experience more academic success in school. We will also provide an engaging variety of electives during the school day to promote student engagement and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies chosen here require large amounts of individual communication with parents and students. In these conversations, we encounter many reasons why students are absent and try to offer support for those reasons. The difficulties lie within the amount of engagement of parents. If the parents do not have correct contact information or do not have influence over the child, it is difficult to create change in the student's negative attendance habits. This is why we are choosing to work directly with the student to come up with incentives to help them make better decisions in regards to their school attendance. We will still implement strategies to promote parent engagement.

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

Reaching our attendance goals was a challenge this year due to staffing difficulties. We did not have a full time counselor for the entire school year. Many staff members were in and out due to COVID-19 protocols. Attendance tracking was difficult due to students going in and out of quarantine as a part of COVID-19 protocols as well. This year's attendance data will surely be considered an outlier based on the effect of the pandemic.

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.

Many of the changes can be found in the Attendance Improvement Plan.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$85544
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$85544
Other State/Local Funds provided to the school	\$262603.46

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
Title I	\$83634
Title I Part A: Parent Involvement	\$1910

Subtotal of additional federal funds included for this school: **\$85,544**

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$262603.46

Subtotal of state or local funds included for this school: **\$262,603.46**

Total of federal, state, and/or local funds available for this school: **\$348,147.46**

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	262603	0.00
Title I Part A: Allocation	83634	0.00
Title I Part A: Parent Involvement	1910	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	262,603.00
Title I Part A: Allocation	83,634.00
Title I Part A: Parent Involvement	1,910.00

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
Noemi Orduna	Principal
Araceli Guillen-Tuerpe	Parent or Community Member
Raquel Rockie Perez-Pedroza	Parent or Community Member
Sandra Rasmussen	Parent or Community Member
Michaela Block	Parent or Community Member
Maria-Lisa Flemington	Parent or Community Member
Andrew Driffill	Classroom Teacher
Frances Milnes	Classroom Teacher
Jonathan Durfee	Classroom Teacher
Stella Francoallen	Other School Staff

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 5/23/3.

Attested:



Principal, Noemi Orduna on 5/23/23

SSC Chairperson, Noemi Orduna on 5/23/23

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,795,513.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2023-24 is as below:

School: Octavia E. Butler Magnet

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,795,513.00	9,623	\$186.59	455	\$84,896.44