

School Year: **2023-24**

**Golden West Middle School**



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# 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
Golden West Middle School	48-70565-6051262	January 8, 2024	February 6, 2024

## 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

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.

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school has given surveys on 6th grade reconfiguration, district wide surveys, staff surveys, on the LCAP and spring surveys covering grants such as the DODEA grant. Surveys are given to students, staff, parents, and focus groups as appropriate to get feedback to inform needs.

Trends from surveys given have indicated:

- 1.) Children have a positive learning experience.
- 2.) Most students have a sense of belonging and a person to talk to on site. Those that don't are targeted for support.
- 3.) School Site Council adjusts plans based on the data gathered.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted formally and informally on a regular basis. The Administrative team also observes classified staff and has addressed areas of need identified. Classified staff is evaluated yearly. Teachers are evaluated every other year and by 5 year cycle depending on their level of tenure. The observations are based on the California Standards for the Teaching Profession. Teachers are observed and evaluated on the California Standards for the Teaching Profession in Standards 1-5 as follows: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Assessing Students for Learning.

During administrative observations we recognized our math instruction is currently innovating and learning to implement thinking classrooms and vertical learning and are working with a math coach from SCOE. The Math department is also partaking in professional development. Moreover two of the math teachers are working on implementing Robotics and Link Bots math and link bots in algebra and math. English teachers continue to focus on implementing Literature Circles. More follow-up training is needed here. The Science department has new members this year and is focusing on implementing the Amplify curriculum and identifying areas of need based on the domains areas of science. The Social Studies department is working on implementing baseline benchmark tests that can be used to monitor progress. The PE department continues to focus on the standards of their framework that includes exercises that focus on flexibility, muscle strength, muscle endurance, and cardiovascular fitness. Elective departments continue to offer electives based on student choice.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers are analyzing data by grade and subject area on state tests such as the CAASP ELA, Math, and CAST. There is an emphasis on identifying areas of need identified in subgroups. Teachers are also analyzing data from district wide assessments given twice per year such as the MAP Math and ELA exams. While our school is not currently in improvement we are targeting areas identified such as sub group gaps that have widened since the pandemic such as our African American, Hispanic and Students with Disabilities groups.

The Math department recently reviewed their pacing guides to find on ramps to add anchor problems to their curriculum. They continue to work with their Math Coach.

Teachers use formative and summative data to inform their instruction regularly with class assignments, quizzes and exams in addition to state assessments.

Our PBIS team is also looking at data to write system wide goals that inform Tier 1 practices in the classrooms and across the school. We have two PBIS teams, a Tier 1 and Tier 2 team that are engaged in this work. The team has presented processes and data to departments and led activities with staff over the past year and the current year. The Tier 2 team will be focusing more on CICO, the Check in an Check out process to address students who have greater needs and are underperforming.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

As mentioned above the departments are currently gathering data to write SMART goals by department and target instruction.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Golden West Middle School has 35 fully credentialed teachers. The Travis USD Human Resources department reviews teacher qualifications and certifications yearly. The site administrative team focuses on hiring highly qualified certificated and classified staff. Depending on whether staff is new or tenured, the administrative team does multiple observations for new staff in support of them on site. Tenured staff is also supported in continuing their practice in areas of need identified. Professional Development for special education teachers and the math department is on-going. More professional development for English teachers is needed. All staff gets in-service training during meeting when warranted. There has been an emphasis on Social Emotional Learning training, over the past two years. The Ripple Effects program was implemented as a result. The English Language Development staff has their own coach that has worked with them over the past year.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Our school staff is all credentialed according to the state requirements and requirements of the CCTC. Instructional materials are approved by the TUSD curriculum committee, TUSD Board of Education and California department of education requirements.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Golden West Middle School staff receive professional development aligned to the district LCAP goal areas and adopted curriculum. Staff is encouraged to attend additional areas of professional development that contribute to their professional growth such as participation of math teachers in math training, and robotics and link bot teachers in STEM training. ELA teachers have received training in implementing Literature Circles-additional training is needed here. All staff receives training in site meetings led by administration around school wide goals such as PBIS identified need areas and Social Emotional Learning programs such as Ripple Effects.

### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance has been provided by the Solano County Office of Education in the areas of Math, ELD. Additional support was resourced from the Solano County Office of education to support staff in implementing PBIS, Anti-vaping curriculum, Ripple and new Health regulations.

### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Golden West Middle School teachers collaborate by grade level 7-8 and by department on Common Planning Days. Staff is also supported in Site/District Common Planning Days to collaborate and develop site goals, identify strategies and to further inform their instruction. This year English, Math and Special Education staff are working on revising their goals to align more closely to the CAASPP and MAP tests. The Social Studies, Science and PE departments are developing goals directly around their curriculum and student needs. The Elective department is focusing on career instruction related to their electives for their departments. The Counseling department is new and developing lessons for the classroom and school wide goals.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Golden West Middle School teachers implement the TUSD adopted curriculum that is aligned to State Board of Education standards: Common Core Standards and Next Generation Science Standards. All the curriculum has been adopted and aligned to the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

ELA teachers use adopted curriculum and address needs identified in their instruction. ELD staff has received training to implement instruction that addresses the needs of ELD students according to the language ability. There is a reclassification process that is followed by the ELD staff to ensure ELD students are supported to transition to becoming Fluent English Proficient.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In our school intervention primarily occurs within the classroom. Teachers address identified needs after analyzing their results of their formative assessments.

Moreover, the administrative team and counseling department reviews the results of instruction to place students in the site Guidance class and our afterschool Tutoring program. Each year new staff are identified for guidance and tutoring. We currently have two sections of English Language Development based on language proficiency. Students who increase their ability or moved to the appropriate section are reclassified. All students also receive direct ELA instruction. This year we started the first joint Vanden High School and Golden West Middle School English Language Advisory Committee. We also celebrated our most recent Reclassified Fluent English Proficient students.

Teachers provide additional support and learning opportunities for our students before school, at lunch and after school. A schedule of office hours is posted on the school website. Students are also offered other means to get enhanced support opportunities such as Tutor.com, and by after school tutoring in ELA and mathematics in addition to using Aeries Analytics, and Khan Academy.

This year and last we implemented a PBIS team that reviews data and student needs and sets action plan steps for school wide implementation and for individual students when needed. We expanded our PBIS teams to align with Multi-Tiered Systems of Support and added Tier 1 and Tier 2 teams and a process for student identification and placement discussions. CICO, check in and check out processes are being expanded to help intervene with students with needs beyond the usual Student Study Team Process and intervention action plans.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All our classrooms are Williams Compliant where every student has a standards adopted and board approved text each year for instruction. Extra books are kept in the Library for new enrollees.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE approved tests and instructional materials are adopted and used in our 7 and 8 grade classrooms.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services that General Education teachers provide to address the needs of underserved students include:

- School-wide commitment to addressing the Social Emotional Needs of Students through implementation of the Ripple Effects program.
- School-wide commitment to implementing Student Behavioral Expectations that includes the Mustang Reward system for demonstrating appropriate behaviors.
- Implementation of the Common Core State Standards, Next Generation Science Standards, and adopted curriculum and strategies in all core academic classes with interventions provided within the curriculum.
- ELD instruction for English Language Learners.
- Vocabulary and writing instruction in ELA classes.
- Teacher led tutoring before school, during lunch or after school based on need.
- Guidance class for students with identified needs during the day.
- After school tutoring.

We are also looking at adding direct reading instruction in the Math Reading Lab with programs such as Linda Mood Bell and Orton-Gillingham. Para Educators were recently trained in Linda Mood Bell instruction.

## Evidence-based educational practices to raise student achievement

- Strong first instruction based on common-core standards and Next Generation Science Standards.
- Instruction according to student learning styles and modalities and strategies ranging from individualized, whole group to more specialized instruction that involves Kagan Strategies such as Rally Robin, Timed Pair Share, Round Robin, Rally Coach, Stand Up, Hand Up Pair Ups.
- Frequent check for understanding in classes.
- Analysis of Formative and summative data to inform instruction.
- Training on data analysis led by district data experts.
- Teachers are committed to literacy instruction through reading and writing activities and use of rubrics.



## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school site council reviews our parent engagement strategies each year and publishes the school parent community engagement policy and compact that is reviewed and adopted by the TUSD Board of Education. Parents receive information through our school website and Parent Square messaging system weekly.

Parent Engagement activities include:

- Involvement in the Golden West Middle School Site Council
- Involvement in Parent Teacher Student Organization- this year we have a team of parents who are organizing and reinstating the PTSO.
- Involvement in Music Boosters in support of our Music department
- We established the first joint English Language Learner Committee with the high school to serve our English Language Learner families.
- Before School 7th and 8th grade Orientations
- Involvement in Promotion and Field Day for 8th Grade Students
- Parent Teacher Conferences
- Student Study Teams meetings
- 504 meetings
- Individual Education Plan meetings
- Administrative Conferences when needed

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Golden West Middle School staff partner with parents through informal and formal processes such as Parent Teacher Conferences, Student Study Team meetings, 504 meetings, Individual Education plan meetings, school site council, parent teacher student organization (newly restarted) and the English Language Advisory committee (newly restarted).

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funding is allocated to hire math staff and reduce class sizes in mathematics. Funds are also used to support the After School Tutoring program. We also receive funds for professional development. Funds have been used to support math days and co-teacher development days.

Fiscal support (EPC)

Title I/Title IV Intervention -  
Title II Professional Development -  
Title III Immigrant Education -  
LCFF Supplemental Funds -

# 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

The Golden West Middle School Site Council is in the process of reviewing the Single Plan for Student Achievement. In the October meeting Site Council members reviewed the safe school plan and related data. In November the team reviewed data related to the Single Plan for Student Achievement which included suspension and discipline data and related goals. In the December meeting the school Site Council will review the adore academic data. In the January Site Council meeting members will review the Social Emotional Learning Data. The School Site Council also discussed 6th grade reconfiguration in the October and November meetings. Site Council gives input after discussing items and votes on approvals in each meeting. Staff reviews data by departments after introduction of expectations by the administrative team. Staff submits their drafts of goals to be reviewed by Site Council and Education Services department. The TUSD Board of Education reviews and makes final approvals of the SPSA.

## Resource Inequities

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

We are currently reviewing additional ways to serve our students in math and ELA during the school day beyond guidance, teacher tutorials (office hours) counseling, and CICO. We are also reviewing our co-taught class placement procedures and criteria in order to ensure students are served in the most effective manner.

# 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	0.3%	0.28%	0.55%	2	2	4
African American	12.3%	12.05%	12.59%	96	87	91
Asian	3.9%	5.26%	4.15%	30	38	30
Filipino	10.0%	9.70%	13.42%	78	70	97
Hispanic/Latino	26.6%	25.35%	25.45%	207	183	184
Pacific Islander	1.5%	1.66%	1.24%	12	12	9
White	30.8%	28.53%	26.69%	240	206	193
Multiple/No Response	13.4%	14.82%	13.55%	104	107	98
<b>Total Enrollment</b>				779	722	723

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	364	357	356
Grade 8	415	365	367
<b>Total Enrollment</b>	779	722	723

### Conclusions based on this data:

1. There is a slight decrease in enrollment from 779 in 2021 to 723 students in 2023 for a net loss of 56 students.
2. The white population of students decreased the most from 207 to 184 for a net loss of 23 students.
3. There is a trend of increase of Filipino students from 2021 to 2023 of 19 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	13	20	13	1.7%	2.8%	1.8%
Fluent English Proficient (FEP)	54	56	72	6.9%	7.8%	10.0%

### Conclusions based on this data:

1. The number of English Language Learners from 2021 to 2023 has no negligible trend from 1.7% to 1.8% over a three year period.
2. The number of FEP students has increased over a three year trend from 2021 to 2023. This was a noted at a 3.1% increase of FEP students, which equals 18 students. This indicates a potential area of focus to support students moving from FEP to RFEP in the ELD advanced class.
3. RFEP data is needed and currently missing for the past three years.

# 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 7	358	361	356	0	359	353	0	359	353	0.0	99.4	99.2
Grade 8	413	358	364	0	351	361	0	351	361	0.0	98.0	99.2
All Grades	771	719	720	0	710	714	0	710	714	0.0	98.7	99.2

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 7		2575.	2548.		19.78	12.46		39.00	37.11		30.36	30.59		10.86	19.83
Grade 8		2571.	2578.		14.53	16.34		35.61	38.50		33.62	29.36		16.24	15.79
All Grades	N/A	N/A	N/A		17.18	14.43		37.32	37.82		31.97	29.97		13.52	17.79

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 7		23.68	17.28		62.95	65.16		13.37	17.56
Grade 8		17.09	21.33		66.67	58.17		16.24	20.50
All Grades		20.42	19.33		64.79	61.62		14.79	19.05

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 7		27.02	19.55		60.72	58.92		12.26	21.53
Grade 8		14.81	20.50		64.67	60.94		20.51	18.56
All Grades		20.99	20.03		62.68	59.94		16.34	20.03

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 7		16.16	13.31		74.09	76.77		9.75	9.92
Grade 8		13.96	19.67		78.06	71.47		7.98	8.86
All Grades		15.07	16.53		76.06	74.09		8.87	9.38

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 7		23.40	14.16		67.13	71.10		9.47	14.73
Grade 8		21.65	23.55		67.24	63.99		11.11	12.47
All Grades		22.54	18.91		67.18	67.51		10.28	13.59

**Conclusions based on this data:**

- The percentage of students testing in ELA CAASP remains high over a two year period 98.7 to 99.2 percent.
- 54.5% met or exceeded the standard in 2021 compared to 52.25% in 2022- a slight decrease in overall proficiency. However, 85% of students were at or above in reading for 2021 compared to 80.95% in 2022 which = - 4%.

In the area of 7th grade Reading student scores decreased from 86.63% in 2021 - 2022 to 82.44% at or above proficient in 2022-2023 which = - 4.19% in Reading over a two year period.

In the area of 8th grade Reading student scores 83,76% at or above proficient in 2021-2022 compared to 79.5% in 2022-2023 at or above proficient, a decrease of 4.26% at or above proficient for 8th grade students.
- In the area of Writing overall 83.67% of students were proficient in 2021-2022 compared to 79.97% proficient or above in 2022-2023 which was a decrease of - 3.7% in writing overall

In the area of Writing 7th grade students scored 87.74% at or above proficient in 2021-2022 compared to 2022-2023 78.47 % a decrease of - 9.27%.

In the area of Writing 8th grade students scored 79.48% at or above proficient in 2021-2022 compared to 2022-2023 81.44% an increase of 1,96%

It appears the overall decrease in overall Writing was due to the decrease in 7th grade students who were at or above proficient in 2022-2023 school year. This should be an area of focus.

In the area of Research, analyzing and presenting information overall students scored 89.72% at or above proficient on the CAASPP test in 2021-2022 compared to 86.41% in 2022-2023, which was a decrease of -3.31% overall.

In the area of Research, analyzing and presenting information for 7th grade students scored 90.53% at or above proficient on the CAASPP test as compared to 85.26% in 2022-2023 which was a decrease of -5.27%.

In the area of Research, analyzing and presenting information for 8th grade students scored 88.89% at or above proficient on the CAASPP test as compared to 87.54% in 2022-2023 with a slight decrease of -1.35%.

# 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 7	358	361	356	0	358	353	0	358	353	0.0	99.2	99.2
Grade 8	413	358	364	0	350	361	0	350	361	0.0	97.8	99.2
All Grades	771	719	720	0	708	714	0	708	714	0.0	98.5	99.2

\* 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 7		2540.	2531.		18.16	14.16		22.35	25.78		29.89	27.48		29.61	32.58
Grade 8		2535.	2539.		12.86	14.40		16.57	19.39		30.29	28.81		40.29	37.40
All Grades	N/A	N/A	N/A		15.54	14.29		19.49	22.55		30.08	28.15		34.89	35.01

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 7		19.27	15.86		51.96	52.97		28.77	31.16	
Grade 8		11.14	11.08		59.71	58.73		29.14	30.19	
All Grades		15.25	13.45		55.79	55.88		28.95	30.67	

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 7		17.32	15.86		57.54	57.51		25.14	26.63
Grade 8		12.86	17.45		56.57	56.51		30.57	26.04
All Grades		15.11	16.67		57.06	57.00		27.82	26.33

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 7		16.76	15.86		67.88	63.74		15.36	20.40
Grade 8		9.14	11.36		66.29	60.94		24.57	27.70
All Grades		12.99	13.59		67.09	62.32		19.92	24.09

**Conclusions based on this data:**

1. Participation rates on the Math CAASPP remain high year over year ranging from 97-99 percent participation from 2021 to 2022.
2. 40.51 percent of 7th grade students met or exceeded the CAASPP Math standard in 2021 while 39.94% met or exceeded the Math standard in 2022- a slight decrease of -.57 percent, no negligible change. 29.43% of 8th grade students met or exceeded the standard on the CAASPP math test in 2021. While 33.79% of 8th grade students met or exceeded the Standard in 2022, which was a 4.36% gain year over year.
3. A significant number of students in 7th and 8th grade are below the standard year of year which is an area of identified need and focus, 29.61% in 7th grade in 2021 compared to 32.58% in 2022, which was a decrease of better scores by 2.97%.. In 8th grade the percentage decreased from 40.29% not met in 2021 to 37.4 percent in 2022 which was an increase of better scores by 2.89%. The result was an average of negligible change or improvement.



# 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
7	*	*	*	*	*	*	*	*	*	9	7	5
8	*	*	*	*	*	*	*	*	*	5	10	9
All Grades										14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	17.65	7.14	28.57	35.29	35.71	42.86	17.65	28.57	14.29	29.41	28.57	14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	23.53	21.43	28.57	35.29	42.86	21.43	17.65	21.43	7.14	23.53	14.29	14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	11.76	0.00	21.43	17.65	28.57	50.00	29.41	28.57	28.57	41.18	42.86	14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	11.76	0.00	78.57	64.71	78.57	14.29	23.53	21.43	14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	41.18	42.86	50.00	35.29	50.00	0.00	23.53	7.14	14	17	14

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	29.41	8.33	28.57	23.53	25.00	57.14	47.06	66.67	14	17	12

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	92.86	82.35	85.71	7.14	17.65	14.29	14	17	14

**Conclusions based on this data:**

1. ELPAC scores are below the significant threshold of statistical meaningful data at 10 or less, which is not reportable.
2. The total number of students tested in all grades has fluctuated between 14 and 17 year over year.
3. ELD data is more formative due to the low class size and reviewed within the classes by the teachers for direct inquiry, reflection and targeted instruction.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
723	41.1	1.8	0.4
Total Number of Students enrolled in Golden West Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	1.8
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	297	41.1
Students with Disabilities	89	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	91	12.6
American Indian	4	0.6
Asian	30	4.1
Filipino	97	13.4
Hispanic	184	25.4
Two or More Races	98	13.6
Pacific Islander	9	1.2
White	193	26.7

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students are the largest subgroup population at 42.4 percent, which is a mix of different groups.

2. Our white population is the largest demographic group by race at 28.5%, followed by Hispanic 25.3%, African American at 12 % and Filipino at 9.7% and Asian at 5.3%.
3. Foster Youth and English Language Learner percentages reported are extremely small.

# School and Student Performance Data

## Overall Performance





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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

### Conclusions based on this data:

1. According to the data above for the year shown Math data overall is low and English data overall is high. Our Math students did better on their MAP Math tests than the state CAASPP test which is not shown here. English Language Learner indicators were not reported due to the low population size, 10 or less by grade level.
2. Our Suspension Rate indicated a Medium rate.

3. Chronic Absenteeism for the prior year was high.

# School and Student Performance Data

## Academic Performance English Language Arts

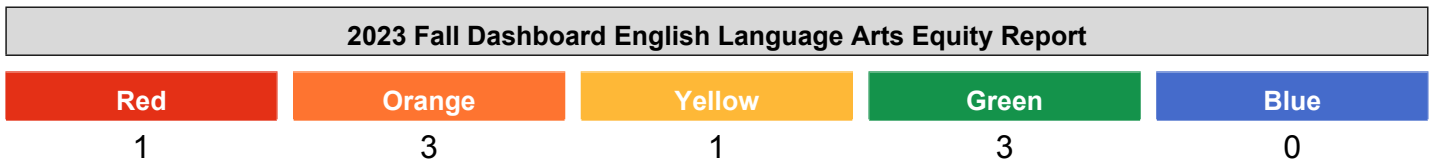
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 5.3 points above standard Decreased -11.6 points 681 Students	<b>English Learners</b> 69 points below standard Decreased Significantly -29 points 23 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Orange 13.5 points below standard Decreased -14.7 points 292 Students	<b>Students with Disabilities</b>  Red 95.7 points below standard Decreased Significantly -42.3 points 87 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 32.7 points below standard Maintained -0.1 points 84 Students	Less than 11 Students  4 Students	 Green 46.8 points above standard Decreased Significantly - 28.7 points 30 Students	 Green 57.5 points above standard Decreased Significantly - 19.8 points 96 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.5 points below standard Decreased Significantly - 16.2 points 175 Students	 Green 24.7 points above standard Increased +3.6 points 94 Students	Less than 11 Students  7 Students	 Yellow 6 points above standard Decreased Significantly - 18.1 points 176 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154 points below standard Decreased Significantly -81.3 points 11 Students	8.8 points above standard Increased Significantly +24.3 points 12 Students	7.1 points above standard Decreased -11.2 points 599 Students

**Conclusions based on this data:**

1. Overall all our students did well when combined on the ELA CAASPP exam in 2022. Socioeconomically Disadvantaged students, when their scores were compared to others scored only 1.2 percent above the standard.
2. It is notable that Students with Disabilities scored 53.4 points below the standard, clearly an area of need. It is also notable that African American students scored 32.6 points below the standard.
3. Current English Learners, 12 students scored 72.7 percent below the standard. While Reclassified Fluent English Proficient students scored 15.5 points below the standard.



# School and Student Performance Data

## Academic Performance Mathematics

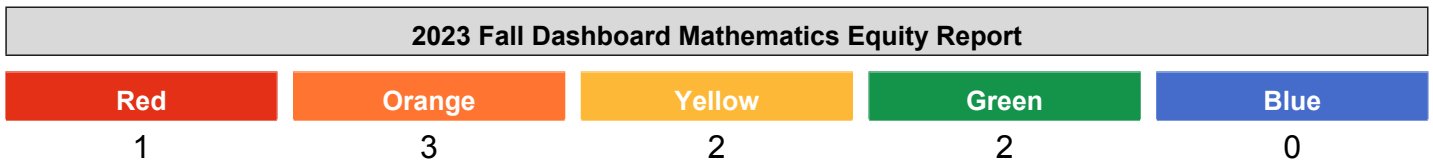
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 38.9 points below standard Decreased -3.9 points 681 Students	<b>English Learners</b> 120.2 points below standard Decreased Significantly -31.3 points 23 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Orange 67 points below standard Decreased -10 points 292 Students	<b>Students with Disabilities</b>  Red 152.9 points below standard Decreased Significantly -37.8 points 87 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 87 points below standard Increased +5.5 points 84 Students	Less than 11 Students 4 Students	 Green 20.4 points above standard Decreased Significantly - 24.4 points 30 Students	 Green 28.3 points above standard Decreased -8.4 points 96 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.2 points below standard Decreased -11.4 points 175 Students	 Yellow 29 points below standard Increased +10.5 points 94 Students	Less than 11 Students 7 Students	 Orange 33.4 points below standard Decreased -8.3 points 176 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
212 points below standard Decreased Significantly -78.1 points 11 Students	36.1 points below standard Increased Significantly +35.4 points 12 Students	37.6 points below standard Decreased -3.2 points 599 Students

**Conclusions based on this data:**

1. Overall in the year reported Math students scored low on the CAASPP exam as noted previously.
2. Students with Disabilities scored the lowest on the exam followed by the other sub group populations at White, African American, Hispanic and Two or More Races.
3. Asian and Filipino students scored very high overall on the Math CAASPP exam.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	
45.5 points above standard making progress towards English language proficiency	
Number of EL Students: 11 Students Performance Level: No Performance Level	

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	3	0	5

### Conclusions based on this data:

1. The performance data tracked here is a very small population size when broken down by grade levels. That said 57.1 % of students progressed at least one level.
2. 14.3% of 14 students decreased a level which is approximately 2 students. The population size is small and usually is not tracked as it makes the students identifiable in the data. That said the class teacher know which students need more support.
3. 28.6% of the 14 students maintained their level, which are approximately 4 students. Likewise the teachers in the classroom know who these students are and will work with them to improve.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

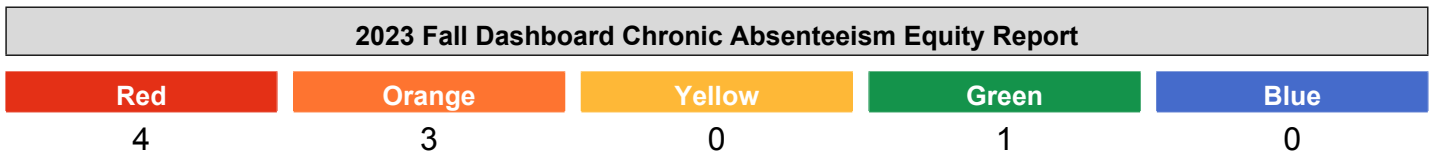
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>18.4% Chronically Absent</p> <p>Increased Significantly 4.9</p> <p>759 Students</p>	<p><b>English Learners</b></p> <p>29.4% Chronically Absent</p> <p>Maintained 0.2</p> <p>17 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>23.6% Chronically Absent</p> <p>Increased Significantly 5.2</p> <p>335 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>27.6% Chronically Absent</p> <p>Increased 10.2</p> <p>98 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 15.6% Chronically Absent Increased 3.3 96 Students	Less than 11 Students  4 Students	 Green 6.3% Chronically Absent Declined -1.3 32 Students	 Orange 6.1% Chronically Absent Increased 3.3 99 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 25.6% Chronically Absent Increased Significantly 9.1 195 Students	 Orange 18.3% Chronically Absent Increased 3.9 120 Students	Less than 11 Students  9 Students	 Red 20.6% Chronically Absent Increased Significantly 5.5 204 Students

**Conclusions based on this data:**

- English Learners (29.2% of 24 students, n= 7) and Pacific Islanders had the highest absenteeism rates (23.1 % of 13, n= 3) but very small population sizes. There is a disproportionate rate here as a result that should be addressed.
- Socioeconomically students (18.4% of 331, n = 60 students) also had a high rate of Chronic Absenteeism by population size followed by Students with Disabilities (17.3% of 98 students, n =~ 17 students). These populations should be targeted for improvement.
- African American students had a high level of absenteeism at 12.4% of 97, n =12 students).

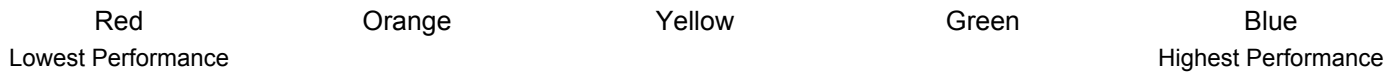
# School and Student Performance Data

## Academic Engagement Graduation Rate

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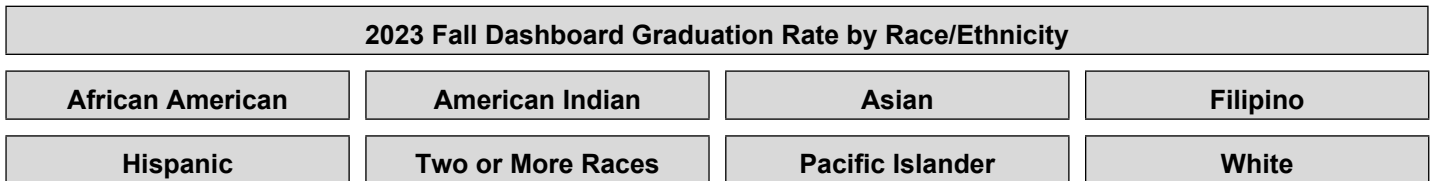
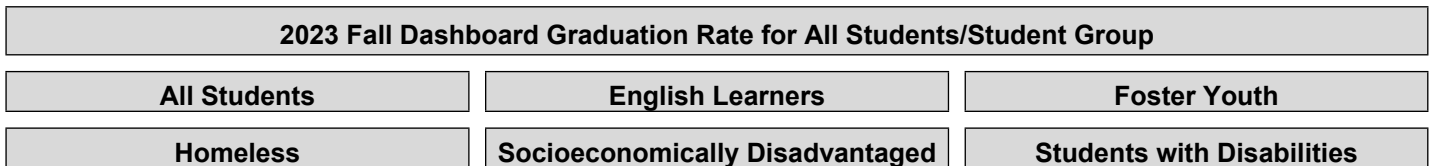
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This section provides number of student groups in each level.



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



### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

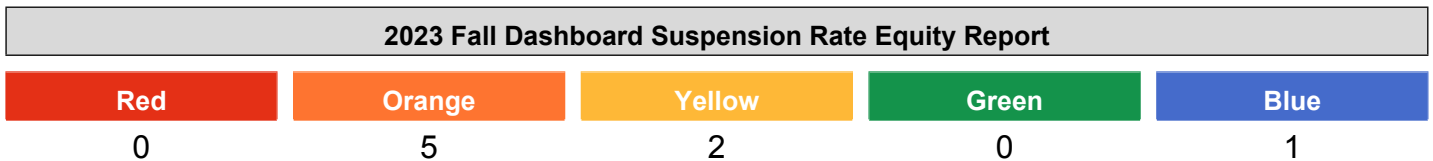
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This section provides number of student groups in each level.









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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 6.7% suspended at least one day Increased 1.2 771 Students	<b>English Learners</b> 5.3% suspended at least one day Increased 1.3 19 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 8.8% suspended at least one day Maintained 0 339 Students	<b>Students with Disabilities</b>  Orange 11% suspended at least one day Increased 2 100 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 12.4% suspended at least one day Declined -4.3 97 Students	Less than 11 Students 4 Students	 Blue 0% suspended at least one day Declined -2.5 33 Students	 Yellow 2% suspended at least one day Increased 0.6 99 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.1% suspended at least one day Maintained 0 198 Students	 Orange 9.9% suspended at least one day Increased 6 121 Students	Less than 11 Students 9 Students	 Orange 5.2% suspended at least one day Increased 2.5 210 Students

**Conclusions based on this data:**

1. African American Students were suspended at a higher rate of 16.7%, followed by Students with Disabilities at 9% and Socioeconomically Disadvantaged students at 8.8% and Pacific Islander at 7.7%. Clearly there are a disproportionate number of these students being suspended when compared to white students at 2.7%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

## Goal 1

### 1A English Language Arts

The English department determined that while our students are not currently on the ATSI (Additional Targeted Support and Improvement) they have identified gaps in the All student category and Students with Disabilities. They will focus on tracking progress on the CAASPP and MAP exams year over year.

All students will increase their scores on the CAASPP:

(i) By the spring of 2024, students in English will increase their ELA Scores from 49.9% to 59.9% at or above proficiency, a ten percent gain.

Special Education Students will increase their scores on the CAASPP:

(ii) By the spring of 2024, Special Education will increase their ELA Scores from 9% at or above proficient to 19%, for a 10 percent gain.

### 1B English Language Development

The English Language Development instructors realize ELPAC scores are not reported due to the sample size being less than 10 for each grade level. As such, progress will be monitored on individual student ELPAC assessments.

Goal: (i) Students in ELD classes will improve their ELPAC scores over their previous year's scores.

### 1C Math

The math department determined that while our students are not currently on the ATSI (Additional Targeted Support and Improvement) they have identified gaps in the All student category and Students with Disabilities. They will focus on tracking progress on the CAASPP and MAP exams year over year.

All Students in math will improve on the CAASPP:

Goals: (i) By Spring 2024, students in Math 7 will increase their Math Scores from 39.5% to 49.5% at or above proficient, a 10 percent gain.

(ii) By Spring 2024, students in Math 8 will increase their Math Scores from 33.2% to 43.2% at or above proficient, a 10 percent gain.

Students with disabilities in math will improve on the CASSPP:

(iii) By spring 2024, special education students will increase their math scores from an average of 5.6% to 15.6% at or above proficient for a ten percent gain.

All students in 7th Grade in math will improve on the CAASPP:

(iv) By the spring of 2024, students in Math 7 will decrease the percentage of students in the Standards Not Met from 33.3% to 23.3%, a ten percent improvement.

All students 8th Grade in math will improve on the CAASPP:

(v) By the spring of 2024, students in Math 8 will decrease the percentage of students in the Standards Not Met from 37.3% to 27.3%, a ten percent improvement.

## **1D Science**

The science department determined that while our students are not currently on the ATSI (Additional Targeted Support and Improvement) they have identified gaps in the All student category, African American and Hispanic and Latino students. They will focus on tracking progress on the CAASPP and MAP exams year over year across the CAST Domains, including Physical Science, Earth and Space Science, and Life Science, as arranged by Next Generation Science Standards.

All Science students in will improve on the CAST:

(i) NLT (No later than) 2023/2024 GW Science DEPT will increase the CAST achievement score by 10% for Life Science (LS), from 63.86% near or above standard to 73.86%, and Physical Science (PS), from 66.48% near or above to 76.48%, MS Domains.

African American Students will improve on the CAST:

(ii) NLT (No later than) 2023/2024 GW Science DEPT will increase CAST achievement score by 10% for low-performing subgroups.

(iii) African American students' LS Domain is from 24% near or above standard to 34%, and the Physical Science Domain is from 24% to 34%.

Hispanic and Latino Students will improve on the CAST:

(iv) Hispanic/Latino students will increase in the Life Science Domain from 56.41% to 66.41% and Physical Science Domain from 48.71% to 58.71%.

## **Identified Need**

Closing the achievement gap for our students groups such as our African American, Hispanic and Latino and students with disabilities, even though we are not on ATSI, we recognize the existing achievement gap among these groups and have developed strategies to address their needs in our plan.

## **Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (All Students)	All students scored 49.9% at or above proficient on the Spring 2023 ELA CAASPP.	By Spring 2024, 59.9% of all students will be at or above proficient on the 2023-2024 ELA CAASPP, for a 10 % gain.
ELA CAASPP (Special Education Students)	Special Education students scored 9% at or above proficient on the Spring 2023 ELA CAASPP.	By Spring 2024, 19 % of all students will be at or above proficient on the 2023-2024 ELA CAASPP, for a 10 % gain.
ELPAC (English Language Learners)	Individualized	Students in ELD classes will improve their ELPAC scores over their previous year's scores.
ELA MAP (All Students)	65.8% of all students scored at or above proficient MAP ELA exam during the 2023 Fall exam.	There will be an increase of 10% on the MAP ELA exam from 65.8% to 75.8% on the Winter 2024 MAP ELA exam.
MATH CAASPP (All Students)	7th-grade students scored at 39.5% at or above proficient on the Math CAASPP exam in Spring 2023.  8th-grade students scored at 33.2% at or above proficient on the Math CAASPP exam in Spring 2023.	By Spring 2024, 49.5% of 7th grade students will be at or above proficient on the Math CAASPP, for a 10% gain.  By Spring 2024, 43.2% of 8th grade students will be at or above proficient on the Math CAASPP, for a 10% gain.
Math CAASPP (Special Education Students)	Special Education Students scored 5.6% at or above proficient on the 2023 Math CAASPP.	By spring 2024, special education students will increase their math scores to 15.6% at or above proficient on the Math CAASPP, for a 10% percent gain.
Math MAP (All Students)	69.3% of all students are at or above proficient as of Fall 2023 MAP Math exam	By the Winter 2024 there will be a 10% gain from 69.3% at or above proficient to 79.3 % for a 10% gain .
California Science Test (CAST) (All Students)	NLT (No later than) Spring 2023 63.86% of All GW Life Science Students scored near or above the standard on the CAST achievement test in Life Science.  NLT Spring 2023 66.48% of All GW Physical Science Students	NLT (No later than) Spring 2024 73.8% of All GW Life Science Students will score near or above standard on the CAST achievement in the Life Science Domain, for a 10 % gain on the CAST.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	scored near or above the standard on the CAST Achievement Test in Physical Science.	NLT Spring 2024 76.48% of All GW Physical Science Students will score near or above the standard in the Physical Science (PS) Domain, for a 10 % gain on the CAST.
California Science Test (CAST) (African American and Hispanic and Latino Students)	<p>Science Sub Goal 1 NLT 2023/2024 GW Science DEPT will increase CAST achievement score by 1-3% for low-performing subgroups.</p> <p>In Spring 2023, 24% of African American students scored near or above the standard Life Science Domain, and Physical Science Domain.</p> <p>In Spring 2023, 56.41% of Hispanic/Latino students scored near or above the standard in the Life Science Domain and 48.71% scored near or above the standard in the Physical Science Domain.</p>	<p>By Spring 2024, 34 % of African American students will score near or above the standard in the Life Science Domain, for a 10% gain and 34% will score near or above the standard in the Physical Science Domain on the CAST, for a 10% gain..</p> <p>By Spring 2024, 66.41% of Hispanic/Latino students will score near or above the standard in the Life Science Domain, for a 10% gain and 58.71% will score near or above the standard in the Physical Science Domain on the CAST for a 10% gain.</p>

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, Special Education Students and English Language Learners

#### Strategy/Activity

English Language Arts

English Language Arts Strategies for All students include:

Writing Strategies:

(i) English teachers will target writing instruction with students in various genres, including Argumentative, Narrative, and Explanatory.

(ii) Provide written supports such as graphic organizers, anchor papers, anchor charts, and writing frames for students to refer to during instruction.

Reading Strategies:

- (iii) English teachers will teach from a diverse selection of texts.
- (iv) Teachers will use various strategies to encourage students' responses to text (i.e. Small group and partner discussions, whole class discussions, and written responses).

English Language Arts Strategies for Special Education Students include:

- (v) English teachers will collaborate with their special education co-teachers and case managers to ensure that IEP goals are addressed and accommodations and modifications are understood and implemented with their support.

Student Support Strategy:

- (vi) Teacher tutoring during the day and before and after school is offered by teachers. Office hours are posted on the school website. There is an After School Tutoring program that includes Teacher Tutors and student tutors focused on Math, ELA and Science improvement.

Staffing Strategies:

- (vii) Co-taught ELA classes are used to address students with special education needs in the area of English Language Arts.
- (viii) Math Reading Lab is used to address the needs of special education students who have an IEP goal requiring additional reading instruction.

Professional Development for staff:

- (ix) The Education Services Department previously secured professional development training for the English Language Arts Department to facilitate the implementation of Literature Circles. A Follow-up Professional Development training could be helpful. Facilitate teacher collaboration on Literature Circle strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. Teachers plan Literature Circles, implement standards, and engage in analysis of practice and share ideas with each other.

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English Language Development

English Language Development Strategies for English Language Learners include:

Writing Strategies:

- (i) Students in ELD classes will improve their individual ELPAC scores over their previous year's scores.
- (ii) Provide written supports, such as a Grammar Wall, anchor charts demonstrating various verb tenses, etc.

**Reading Strategies:**

(iii) The Teacher will provide reading practice to develop reading skills in English, focusing on the content curriculum as appropriate (science and social science).

**Staffing Strategy:**

(iv) 2 sections will be provided for ELD instruction to separate students by Language Proficiency levels.

**Professional Development:**

(v) The TUSD leadership has hired a specialist to provide training to ELD teachers. The curriculum, materials, and lesson plans provided, as well as the ongoing training, has been instrumental in improving our ELD program at GW. ELD teachers will continue to use the program, supplementing with reading lessons as needed based on student needs.

**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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development ELA
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development ELD
	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Staffing 2 ELD Sections
	Special Education 2000-2999: Classified Personnel Salaries Staffing Cotaught ELA sections
	Special Education 1000-1999: Certificated Personnel Salaries Staffing Math Reading Lab Section

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students, Special Education Students 7-8 grades, and Title 1 Students

## Strategy/Activity

### Math

Math Strategies for All students in 7 and 8th grades include:

(i) Math students will practice with interim block assessments to improve CAASPP scores in the spring. MAP accelerator assignments will also be assigned to improve scores in Operations, Algebraic Thinking, and Real and Complex number Systems.

(ii) Tasks were assigned in MAPS Accelerator to support those working on learning the Real and Complex Number Systems and Operations and Algebraic Thinking sub-categories.

Math Strategies for Special Education Students in 7-8 grades include:

(iii) Students with Standards are Not Met on CAASPP in the sub-categories of The Real and Complex number Systems and Operations and Algebraic Thinking will be pulled out bi-weekly to work on skills with the Teacher on Special Assignment.

(iv) Math teachers will collaborate with their special education co-teachers and case managers to ensure that IEP goals are addressed and accommodations and modifications are understood and implemented with their support.

Additional Support Strategy:

(vi) Teacher tutoring during the day and before and after school is offered by teachers. Office hours are posted on the school website. There is an After School Tutoring program that includes teacher tutors and student tutors focused on Math, ELA and Science improvement.

Staffing Strategy:

(vii) Co-taught Math classes are added to address special education students' needs in the area of math.

(viii) Math Reading Lab is part of the program and used to address the needs of students with disabilities with goals that require Math.

(ix) A Teacher on Special Assignment will include focus on targeted pull out instruction for students with identified need, math staff support, and expansion of school climate and culture activities through increased WEB and leadership activities.

Math Strategies for Title 1 students include:

(x) Class Size Reduction is used to reduce the sizes of Math 7 and Math 8 classes to help address the needs of Math students.

Professional Development / In-Service strategy for our Staff:



(xi) The TUSD District supports a Math Trainer the Solano County Office of Education to work with the Math department on pacing guides, implementation of interim block assessments, and training in the Thinking Classroom pedagogy. Facilitate teacher collaboration on instructional Thinking Classroom strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other 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)
	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Staffing Math Class Size Reduction Sections
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development Math
	Special Education 1000-1999: Certificated Personnel Salaries Staffing Cotaught Math Sections
	Special Education 1000-1999: Certificated Personnel Salaries Staffing Math Reading Lab Section

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students, African-American Students, Hispanic and Latino Students

**Strategy/Activity**

Science

All students Strategies for Science include:

Life Science/Physical Science Strategy

(i) NLT 2024 FEB 08 LS and PS Common Assessments administered aligned to CAST domains.

(ii) NLT 2024 FEB Identify High Yield Visible Learning Strategies.

(iii) NLT 2024 MAR Implement and Innovate Visible Learning Strategies.

Physical Science Strategy Only

(iv) NLT 2024 MAR 28 Interim practice CAST administered to grade 8.

African American and Latino/Hispanic students' strategies include:

(v.) NLT FEB 2024 Identify Low Performing Students using Common Assessment Data and Develop Targeted Interventions.

(vi) NLT MAR 2024 Implement Targeted Interventions for Low-Performing Students

Professional Development /In Service Strategy for Staff:

(vii) The Science Department has many new members. They could benefit from Professional Development in Science for instructional strategies that target low-performing African-American, Hispanic, and Latino students. Facilitate teacher collaboration on instructional strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other 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)

Strategy/Activity

### **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.

This is a baseline year-year zero. We will use this year to analyze our data moving forward to address the needs identified once available.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Socio-Emotional Wellness

## LEA/LCAP Goal

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

## Goal 2

**2A** Provide a safe school climate and culture through increased focus on WEB, Leadership class activities, and Wellness Center implementation. We will Increase participation and satisfaction in WEB and Leadership events to 75% satisfaction of those who attended events and increase event participation from the prior year by 10%.

Moreover, the use of the Wellness Center will increase will increase 10% and student exit surveys will indicate that 75% of students who used the Wellness Center believe they learned new strategies for emotional regulation by Spring 2025.

## Identified Need

Providing an environment that is safe and a school climate and culture that is welcoming and conducive to learning is an area of focus for our site. While we are not currently in ATSI we do recognize the need to address our student groups that exhibit a greater need such as our African American, Hispanic and Latino and our students with disabilities. As a result we are implementing strategies to address these groups in our plan.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increased participation in Leadership Events as measured by Virtual Dean.</p> <p>Survey student satisfaction in events attended.</p>	<p>Collect data on the number of students who participated in events during the 2023-2024 school year.</p> <p>Collect data on student satisfaction of events offered by WEB and leadership events 2024.</p>	<p>We will Increase participation and satisfaction in WEB and Leadership events to 75% satisfaction of those who attended events and increase event participation from the prior year by 10%.</p>
<p>Wellness Exit Surveys of students to determine use of self regulation/coping skill strategies.</p>	<p>Increase effective use of the Wellness Center as noted by students indicating they have learned new emotional regulations strategies after</p>	<p>The use of the Wellness Center will increase will increase 10% and student exit surveys will indicate that 75% of students who used the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	using the Wellness Center as measured by Wellness Exit Surveys during the 2023-2024 school year.	Wellness Center believe they learned new strategies for emotional regulation by Spring 2025.

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, African American, Hispanic and Latino and Students with Disabilities

#### Strategy/Activity

Improve the instructional program and school climate:

- (i) Train new and returning WEB leaders with updated transitional program training for our students through the Boomerang project or similar WEB training program.
- (ii) Continue to increase WEB activities on site for all students and track participation through Virtual Dean software tracking use at events.
- (iii) Use the Wellness Center to provide safe spaces for students to deescalate and develop their wellbeing.

#### 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)

The Boomerang Project WEB Training

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students, African American, Hispanic and Latino and Students with Disabilities

#### Strategy/Activity

Help students navigate the complex path toward success in post-secondary education and living wage careers:

- (i) Provide career exploration through Counseling and Elective program partnerships of developing awareness and implementation.

(ii) Work with community partners to take 8th grade students to community center to participate in the Inspire 8 Career Fair.

### **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)
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## **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.

This is a baseline year as our goal this year and future years to track participation and progress in WEB and Career oriented events. It is also the first year that we have a counseling program in recent years seeking to develop career oriented lessons in partnership with the elective department. There are plans for the counseling department to develop career lessons, and career surveys in order to orient our 8th grade students to future careers while collecting baseline data.

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

This year our site purchased Virtual Dean software to track participation in WEB and Leadership events. We are currently tracking use of our Mustang Bucks rewards system. We are also working with community partners to allow our students opportunity to participate in the Inspire 8 career fair at the local community center.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family Engagement

## LEA/LCAP Goal

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

## Goal 3

Increase family engagement, parent and student understanding and satisfaction with activities held, and programs of support offered by:

- increasing parent engagement in PTSO and school related events as tracked by sign-in sheets from baseline year by 10% by communicating the restart of PTSO and reaching out to parents.
- surveying parents to determine if 75% of parents survey are satisfied with the events/activities held by PTSO.
- surveying ELAC parents to determine ELAC parent if 75% of ELAC parents surveyed, indicate they understand and know how to use the school systems of support for their ELL students. after ELAC meetings held.
- tracking CARE solace referrals made by administration and support services staff to determine if there has been a 30% increase in referrals by the end of the 2023-2024 school year.
- reducing the number chronic absences by 10 % 2024-2025 as indicated in the reduction of Chronic Truants in the Aeries system.
- increase the number of Mustang Bucks cashed in, indicating students are demonstrating positive behaviors of being safe, kind, respectful and responsible to 4,000 cashed in by the end of the 2023-2024 school year.
- surveying students to determine if 75% of students surveyed express satisfaction of events held in order to improve school climate further.

3A

## Identified Need

Family engagement is an essential component of ensuring our students wellbeing and academic success. Golden West Middle School currently has 7th and 8th grades only on site. As such our school community is limited to two years in length and must be rebuilt periodically, Our Parent Teacher Student Organization disbanded years ago and we have never had an English Language Learner Community. As such we are focusing our efforts on restarting the PTSO, continuing the use of Site Council and orientations, and starting a Joint English Language Learner Advisory committee with VHS.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTSO meeting agendas, parent sign in sheets and list of planned parent led activities	Gather baseline data on the number of parents participating in PTSO and school related	Increase parent engagement in PTSO and school related events as tracked by sign-in sheets from baseline year by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent satisfaction survey of events held.	<p>events during baseline year after formation of the PTSO.</p> <p>PTSO parent satisfaction of events survey</p>	<p>10% by communicating the Restart of the PTSO, once formed, and reaching out to parents.</p> <p>75% of parents who complete surveys are satisfied with the events/activities held by the PTSO.</p>
<p>ELAC Meeting Agendas and parent sign in sheets</p> <p>ELAC Parent Survey of Student Support and Services</p>	Gather baseline data of parent understanding of how to navigate the school system (learning about school systems, support and learning about school and career options for their children pre and post ELAC meetings )	Increase ELAC parent understanding of how to navigate the school system by 10 % form baseline understanding.75% of parents surveyed they understand and know how to use the school systems of support for their ELL students after meetings held.
Parent / Student Referrals to CARE Solace	<p>Continue to gather data to have a compilation of referrals to Care Solace for 2023-2024 to use for comparison to the prior year..</p> <p>14 cases referred in 2022-2023. 5 cases referred to Care Solace as of 12/22/2023.</p>	Increase the number of referrals to Care Solace by 30% by the end of the 2023-2024 school year. for a total of 18 referrals in order to provide more therapeutic services to families.
Chronic Truants as identified through the truancy/absences documented in Aeries.	<p>Continue to gather data during the baseline year of 2023-2024 to compile the total chronic truancy number of students that will be used to focus on for reduction in the following year.</p> <p>9 % of students have chronic absences as of 12/22/2023</p>	Reduce the number chronic absences year over year compared to prior years by 10 % 2024-2025
Track the use of Mustang Bucks distributed to students	Continue to track the number of Mustang Bucks cashed in for semester 2 to create a baseline	Increase the number of Mustang Bucks cashed in, indicating students are



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>for demonstrating positive behaviors.</p> <p>Give students a satisfaction survey during events.</p>	<p>year total of the number of Mustang Bucks cashed in for demonstrating positive behaviors.</p> <p>1478 Mustang Bucks have been used in 1st semester of 2023-2024.</p> <p>Gather baseline data 2023-2024 to determine student satisfaction of events.</p>	<p>demonstrating positive behaviors of being safe, kind, respectful and responsible to 4,000 cashed in by the end of the 2023-2024 school year.</p> <p>75% of students survey express satisfaction of events offered.</p>

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 and English Language Learners

#### Strategy/Activity

(i) Work with parents in the community to restart the Parent Teacher Student Association to advise leadership, provide student activities and support staff including submission of PTSO Bylaws and giving site advice on necessary steps such as creating the PTSO charter and the 501C3 tax status.

(ii) Work with the English Language Learner parents and Vanden High School to develop a joint English Language Learner Committee to teach parents how to navigate the school system and hold educational parent nights such as seen in programs such as the Parent Institute for Quality 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)

### 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

- (i) Collaborate with the site SRO to hold Cyberbullying prevention programs to educate students and parents on Cyberbullying prevention and awareness.
- (ii) Continue to hold administrative behavioral expectation presentations each semester.
- (iii) Work with parents to become aware of and to complete the Parent, Teacher, and Student School Compact on Learning Expectations.

**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 and students identified with needs through social emotional or administrative procedures.

Strategy/Activity

- (i) Increase family awareness or programs for parents and students such as Care Solace.
- (ii) Increase participation in programs for students that are focused on Anger Management
- (iii) Work with the counseling department to identify county partners and seek family approval to implement social skills groups on site for students
- (iv) Work with families to participate in the approval of selected elective program classes for incoming 7th grade and rising 8th grade 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 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

- (i) Increase and improve PBIS services by providing continued training for the MTSS / PBIS teams
- (ii) Communicate student behavioral expectations in the classrooms through student made behavioral expectation videos, posted around the school and reinforced in school events.
- (iii) Reward students for expected behaviors by the use of Mustang Bucks rewards system.

**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

Attendance  
Administrators will:  
(i) Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates  
(ii) Use services of the family liaison, the nurse and health technicians, social workers, and mental health coordinator services to support families with attendance issues  
(iii) Use the SART and SARB processes to improve the attendance of students with chronic absences

**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 6**

**Students to be Served by this Strategy/Activity**

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

Chronically Absent Students

Strategy/Activity

Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to:

- Review overall data on patterns of chronic absence
- Oversee implementation of a school-wide approach to improving attendance
- Ensure that students who are chronically absent receive needed supports
- Hold parent conferences to develop plans and monitor student 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)

[Empty input box for Amount(s)]

[Empty input box for Source(s)]

No Cost

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

2023-2024 is a baseline year. Data is currently being gathered that can be used for comparison in future years.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Basic Services

## LEA/LCAP Goal

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

## Goal 4

**4A** Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

## Identified Need

Previously there was a need to hire staff. During the 2023-2024 school year are hiring processes resulted in being fully staffed for the first time in several years since before COVID. Hiring processes will continue to focus on ensuring staff are highly qualified and can address the diverse needs of our students.

There is an on-going need to update facilities. Site based updates continue yearly through the maintenance program. The facilities master plan includes updates to G.W. beyond maintenance. The maintenance program and other grant funds were used to remove tree stumps, repair some walkways, paint some buildings, replace the shade structure covering, repair the boiler, and replace the marquee. More work is needed that is beyond the scope of the site as mentioned above and involves work documented in the facilities master plan.

The Positive Behavior Intervention Team identified and implemented site based facilities upgrades such as behavioral expectation posters, display cabinets, flags with logos, mats with logos and a sound system to help encourage positive behavior on campus. There is still a need to update the school murals, but we have not been able to find an artist that meets the vision of our school needs as of yet.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory	Tier 1 is currently at 90% Tier 1, 61% Tier 2, and 26% Tier 3.	Increase each Tier by at least 10% by the end of the 2023-2024 school year as measured by the TFI.

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)

Ensure all staff hired is credentialed, receive district and site orientation, and are prepared to implement the curriculum.

### Strategy/Activity

Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA).

### 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)

No cost

## 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

- (i) Implement PBIS in secondary schools; provide training and coaching through the SCOE 3-year PBIS implementation program to develop school capacity to lead implementation
- (ii) Measure implementation effectiveness through use of the TFI (Tiered Fidelity Inventory)

### 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)

PBIS training costs for certificated and classified staff when beyond the work day

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students, students in Algebra and Robotics, and Intro to Robotics competitive and non-competitive classes

### Strategy/Activity

- (i) Participate in the annual CUE Conference with representation for teachers utilizing tech in their classrooms such as Algebra and Robotics and Intro to Robotics classes.
- (ii) Explore innovations in technology that can be implemented on site.
- (iii) Explore avenues to utilize technology beyond current use on site and consider forming a technology committee.

**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)

[Empty box for Amount(s)]

3 staff to attend the Cue Conference

## 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.

This is a baseline year. Data in future years will compared to the data documented this year. The strategies chosen are designed to address the identified needs.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

5A

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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.



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## 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	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	34853.00	34,853.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Brian Howard	Principal
Christina Rankin	Other School Staff
Marcus Tessier	Classroom Teacher
Brian Deter	Classroom Teacher
Dominic Cameron	Classroom Teacher
Stephanie Hughry	Parent or Community Member
Candice Johnson	Parent or Community Member
Chole Johnson	Secondary Student
Chloe Rankin	Secondary Student
Ryan Moran	Parent or Community Member
Steven Conti	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 January 8, 2023.

Attested:

Principal, Brian Howard on January 8, 2023
SSC Chairperson, Candice Johnson on January 8, 2023

# 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](mailto: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](mailto: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](mailto: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](mailto: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/>

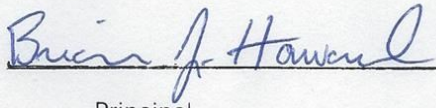
Developed by the California Department of Education, January 2019



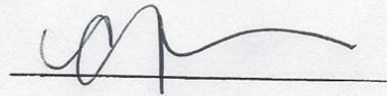
**School Site Approval of Single Plan for Student Achievement**

**Signature Page**

The School Site Council at Golden West Middle School approved the Single Plan for Student Achievement at our meeting dated *January 8, 2024*



Principal



SSC Chairperson