School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Octavia E. Butler Magnet	19-64881-6021752	May 24, 2024	June 27, 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
- Targeted Support and Improvement

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to create the site's School Plan for Student Achievement (SPSA), input was gathered at various stakeholder meetings, including English Learner Advisory Committee (ELAC), School Site Council (SSC), and Staff Development meetings. Suggestions for additions to the plan were gathered after student data was presented and analyzed. Members of the ELAC committee were asked to begin thinking about goals for the SPSA in February of 2024. At the April meeting, members discussed how recommendations for the 2023-2024 school year had been implemented.The recommendations from ELAC was presented at the SSC meetings in both April and May as we prepared for the 2024-2025 School Plan for Student Achievement (SPSA). Suggestions and recommendations from stakeholders were also collected from stakeholders,

including students, parents, teachers, out-of-classroom staff members, and community members. The SPSA was approved at our last SSC meeting in May.

Resource Inequities

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

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

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

School Vision and Mission

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

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

School Profile

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

Octavia E. Butler Magnet recently completed a renaming process. Washington Middle School (the school's previous name) began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The Magnet School of Merit Awards is given to magnet schools that demonstrate an exemplary commitment to academic standards, curriculum innovation, desegregation/diversity efforts, specialized teaching staffs and parent and community involvement. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the
school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Canvas, Hapara, Nearpod, etc.). Since then, the

district has provided every student with a personal device and our teachers with an interactive white board that they will use to promote rigor and relevance to lessons.

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

Washington STEAM Multilingual Academy ended Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant on September 30, 2023. In April of 2024 Octavia E. Butler Magnet was named as a Nationally Certified-Demonstration School by Magnet Schools of America (MSA), one of only 33 schools in the nation and the only school in California this year. Pasadena Unified is home to two of California's three Demonstration Schools as OEB Magnet joins 2021 awardee, Altadena Arts Magnet. To become a certified demonstration school, schools are assessed on the Magnet School Standards of Excellence and the five pillars of magnet schools. Certification applicants submit detailed examples of their work to promote diversity, remove barriers to student success and implement an innovative curriculum, as well as encourage parent and community partnerships in their schools. Octavia E. Butler Magnet also received the Merit School of Excellence Award.

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

In 2023-2024, 87% of OEB Magnet students qualified for free or reduced price lunch. Student ethnicity in 2023-2024: 79% Hispanic or Latino, 9% Black or African American, 9% White, and 3% Asian, Filipino, Pacific Islander. Approximately 16% of students are English Learners. With guidelines indicating that reclassified English Learners will need to be monitored for four years instead of two, that puts our English Learner percentage nearly 40%. Octavia E. Butler Magnet was in Year 5 of the federal Magnet Schools Assistance Program (MSAP) Grant that ended September 30, 2023.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	10.77%	9.55%	8.86%	56	49	46
Asian	1.54%	1.36%	0.19%	8	7	1
Filipino	1.15%	0.97%	1.35%	6	5	7
Hispanic/Latino	79.62%	80.31%	78.61%	414	412	408
Pacific Islander	%	0%	%		0	
White	6.35%	6.82%	9.06%	33	35	47
Multiple/No Response	0.38%	0.78%	1.35%	2	4	7
			Total Enrollment	520	513	519

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	198	187	160
Grade 7	162	183	188
Grade 8	160	143	171
Total Enrollment	520	513	519

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	126	129	84	24.00%	24.2%	16.2%
Fluent English Proficient (FEP)	174	160	181	33.70%	33.5%	34.9%
Reclassified Fluent English Proficient (RFEP)				4.4%		

Conclusions based on this data:

1. Having to monitor reclassified students for four years instead of two almost doubles the amount of students who will need dedicated support.
2. The reclassification rates have not increased to desired levels. We would like to have to reach 20% reclassification rate or more a year and are hopeful with the ongoing support of dedicated staff.
3. The percentage of students designated as English Learners has increased with a dip in the current school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	182	192	190	0	190	186	0	190	186	0.0	99.0	97.9
Grade 7	171	153	176	0	146	173	0	146	173	0.0	95.4	98.3
Grade 8	124	152	146	0	149	141	0	149	140	0.0	98.0	96.6
All Grades	477	497	512	0	485	500	0	485	499	0.0	97.6	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2469.	2464.		8.95	11.83		13.68	12.90		34.74	25.81		42.63	49.46
Grade 7		2494.	2478.		9.59	10.98		15.07	15.61		30.14	23.70		45.21	49.71
Grade 8		2495.	2510.		10.74	10.71		14.77	15.71		23.49	26.43		51.01	47.14
All Grades	N/A	N/A	N/A		9.69	11.22		14.43	14.63		29.90	25.25		45.98	48.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.89	12.90		46.84	38.71		45.26	48.39
Grade 7		9.59	10.40		48.63	47.40		41.78	42.20
Grade 8		8.05	10.00		42.28	48.57		49.66	41.43
All Grades		8.45	11.22		45.98	44.49		45.57	44.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.58	11.41		41.27	32.61		48.15	55.98
Grade 7		10.96	14.53		52.74	31.98		36.30	53.49
Grade 8		11.41	12.23		40.94	42.45		47.65	45.32
All Grades		10.95	12.73		44.63	35.15		44.42	52.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.95	7.53		67.89	70.43		23.16	22.04
Grade 7		6.85	8.67		63.01	67.05		30.14	24.28
Grade 8		10.74	9.29		63.09	72.86		26.17	17.86
All Grades		8.87	8.42		64.95	69.94		26.19	21.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.58	10.75		60.53	55.91		27.89	33.33
Grade 7		11.64	14.45		58.22	49.13		30.14	36.42
Grade 8		10.74	11.43		63.09	60.00		26.17	28.57
All Grades		11.34	12.22		60.62	54.71		28.04	33.07

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard. We also have a high percentage of new teachers that are receiving training in effective instructional practices to support this student need.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	182	192	190	0	187	187	0	187	187	0.0	97.4	98.4
Grade 7	171	153	176	0	149	173	0	149	173	0.0	97.4	98.3
Grade 8	124	152	146	0	144	141	0	143	140	0.0	94.7	96.6
All Grades	477	497	512	0	480	501	0	479	500	0.0	96.6	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2438.	2439.		6.95	9.09		8.56	10.16		20.86	18.72		63.64	62.03
Grade 7		2456.	2457.		6.71	11.56		9.40	5.78		20.13	19.65		63.76	63.01
Grade 8		2452.	2474.		9.09	8.57		6.29	5.71		12.59	21.43		72.03	64.29
All Grades	N/A	N/A	N/A		7.52	9.80		8.14	7.40		18.16	19.80		66.18	63.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.42	8.02		29.95	26.20		63.64	65.78
Grade 7		8.78	12.72		29.73	22.54		61.49	64.74
Grade 8		9.79	5.00		23.78	32.86		66.43	62.14
All Grades		8.16	8.80		28.03	26.80		63.81	64.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.42	8.56		39.04	35.29		54.55	56.15
Grade 7		7.38	11.56		44.30	32.37		48.32	56.07
Grade 8		7.69	8.57		39.86	41.43		52.45	50.00
All Grades		7.10	9.60		40.92	36.00		51.98	54.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.63	10.16		52.41	44.39		37.97	45.45
Grade 7		6.71	8.09		57.05	57.23		36.24	34.68
Grade 8		7.69	7.86		54.55	56.43		37.76	35.71
All Grades		8.14	8.80		54.49	52.20		37.37	39.00

Conclusions based on this data:

1. This data corresponds to the fact that approximately 75% of our students came to us two or more grade levels below grade level standard. We also have a high percentage of new teachers that are receiving training in effective instructional practices to support this student need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1507.9	1514.6	1536.3	1514.7	1518.6	1545.6	1500.4	1510.2	1526.4	44	55	32
7	1501.3	1543.4	1530.8	1508.6	1563.1	1532.4	1493.5	1523.2	1528.6	36	34	25
8	1523.1	1538.8	1573.5	1528.1	1546.0	1577.9	1517.5	1531.3	1568.8	27	29	21
All Grades										107	118	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	16.36	21.88	27.91	38.18	46.88	44.19	21.82	25.00	16.28	23.64	6.25	43	55	32
7	8.33	14.71	16.00	19.44	50.00	48.00	50.00	29.41	20.00	22.22	5.88	16.00	36	34	25
8	3.70	6.90	33.33	29.63	41.38	52.38	55.56	48.28	14.29	11.11	3.45	0.00	27	29	21
All Grades	8.49	13.56	23.08	25.47	42.37	48.72	49.06	30.51	20.51	16.98	13.56	7.69	106	118	78

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.23	45.45	62.50	44.19	30.91	21.88	9.30	12.73	12.50	16.28	10.91	3.13	43	55	32
7	19.44	50.00	24.00	38.89	35.29	60.00	36.11	14.71	0.00	5.56	0.00	16.00	36	34	25
8	11.11	20.69	57.14	55.56	68.97	33.33	29.63	6.90	4.76	3.70	3.45	4.76	27	29	21
All Grades	21.70	40.68	48.72	45.28	41.53	37.18	23.58	11.86	6.41	9.43	5.93	7.69	106	118	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.65	3.64	6.25	11.63	25.45	21.88	39.53	29.09	43.75	44.19	41.82	28.13	43	55	32
7	0.00	0.00	12.00	8.33	11.76	12.00	38.89	55.88	52.00	52.78	32.35	24.00	36	34	25
8	0.00	6.90	19.05	11.11	10.34	33.33	48.15	51.72	47.62	40.74	31.03	0.00	27	29	21
All Grades	1.89	3.39	11.54	10.38	17.80	21.79	41.51	42.37	47.44	46.23	36.44	19.23	106	118	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	9.09	15.63	62.79	72.73	71.88	25.58	18.18	12.50	43	55	32
7	2.78	8.82	8.00	63.89	64.71	64.00	33.33	26.47	28.00	36	34	25
8	0.00	6.90	23.81	77.78	68.97	66.67	22.22	24.14	9.52	27	29	21
All Grades	5.66	8.47	15.38	66.98	69.49	67.95	27.36	22.03	16.67	106	118	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	67.44	63.64	78.13	23.26	29.09	15.63	9.30	7.27	6.25	43	55	32
7	52.78	82.35	76.00	41.67	17.65	12.00	5.56	0.00	12.00	36	34	25
8	55.56	82.14	90.48	40.74	17.86	9.52	3.70	0.00	0.00	27	28	21
All Grades	59.43	73.50	80.77	33.96	23.08	12.82	6.60	3.42	6.41	106	117	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.65	7.27	6.25	25.58	30.91	40.63	69.77	61.82	53.13	43	55	32
7	5.56	2.94	12.00	11.11	44.12	36.00	83.33	52.94	52.00	36	34	25
8	3.70	10.34	19.05	22.22	20.69	42.86	74.07	68.97	38.10	27	29	21
All Grades	4.72	6.78	11.54	19.81	32.20	39.74	75.47	61.02	48.72	106	118	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.63	7.27	21.88	69.77	69.09	68.75	18.60	23.64	9.38	43	55	32
7	0.00	0.00	8.00	75.00	88.24	72.00	25.00	11.76	20.00	36	34	25
8	0.00	3.45	9.52	85.19	86.21	90.48	14.81	10.34	0.00	27	29	21
All Grades	4.72	4.24	14.10	75.47	78.81	75.64	19.81	16.95	10.26	106	118	78

Conclusions based on this data:

1. There was positive movement in the Reading domain, but not enough to have a higher percentage in the well developed category. We have made growth in students attaining the ELPAC score to reclassify.
2. Speaking is an area of strength in our students who are designated as English Learners.

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**
513	**88.9**	**25.1**	**1**
Total Number of Students enrolled in Octavia E. Butler Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	129	25.1
Foster Youth	5	1
Homeless	26	5.1
Socioeconomically Disadvantaged	456	88.9
Students with Disabilities	77	15

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	49	9.6
Asian	7	1.4
Filipino	5	1
Hispanic	412	80.3
Two or More Races	4	0.8
White	35	6.8

Conclusions based on this data:

1. We remain a segregated school based on racial status, even though we have an increase in diversity in this area. This is why we received the second MSAP grant, to decrease racial and socioeconomic isolation. That has helped increase diversity over time in both areas.

2. We remain a segregated school based on socioeconomic status, even though we have an increase in diversity in this area. This is why we received the second MSAP grant, to decrease racial and socioeconomic isolation. That has helped increase diversity over time in both areas.

3. English Learners represent a large part of our population that needs more support.

School and Student Performance Data

Overall Performance

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academically speaking, ELA and Mathematics are areas of need.
2. The suspension rate increased leaving us to find alternatives to suspension. We will also need to continue building capacity in our teaching/ administrative staff to engage students and use preventative strategies to keep students in class/ school.

3. Chronic Absenteeism has decreased in all student groups with the exception of students that identify as white. We will be working to continue to decrease in Chronic Absenteeism in all student groups.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	1	0

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

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

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
66.9 points below standard	139.2 points below standard	4 Students
Decreased -3 points	Maintained -0.7 points	
475 Students	129 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Orange
131 points below standard	83.2 points below standard	147.1 points below standard
Decreased Significantly -22.8 points	Maintained -2.3 points	Increased +4.8 points
35 Students	420 Students	70 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Less than 11 Students	Less than 11 Students
65.3 points below standard	0 Students	7 Students	5 Students
Increased Significantly +17.1 points			
45 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Green
83.4 points below standard	4 Students	0 Students	60.7 points above standard
Decreased -4.7 points			Decreased Significantly -15.1 points
379 Students			34 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**
140.5 points below standard	137.6 points below standard	27.9 points below standard
Increased +7.6 points	Decreased Significantly -35.5 points	Decreased -3.9 points
71 Students	58 Students	211 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect growth in ELA. African American students, English Learners, and students with disabilities showed growth. Socially disadvantaged students maintained their progress. Reclassified English Learners and Hispanic students decreased.
2. African American students showed the greatest growth with a gain of 17.1 points.
3. Socioeconomically disadvantaged, English Learners and Reclassified English Learners continue to need support and attention to show annual growth.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
112.3 points below standard	182.1 points below standard	4 Students
Increased +6.4 points	Increased +8.6 points	
476 Students	130 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Red
187.7 points below standard	129.3 points below standard	200.2 points below standard
Decreased Significantly -33.3 points	Increased +8.7 points	Maintained -1.9 points
35 Students	421 Students	70 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 131.5 points below standard Increased Significantly +31.7 points 45 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 127.7 points below standard Increased +3.7 points 380 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 21.8 points above standard Decreased Significantly -18.1 points 34 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**
195.6 points below standard Increased +9.3 points 72 Students	165.4 points below standard Decreased Significantly -22 points 58 Students	77.1 points below standard Increased +10.4 points 211 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect growth in Math. African American students, English Learners, Hispanic students, and socioeconomically disadvantaged students showed growth. Students with disabilities maintained their progress. Reclassified English Learners, students experiencing homelessness, and students identifying as white decreased.
2. African American students showed the greatest growth with a gain of 31.7 points.
3. Socioeconomically disadvantaged, English Learners and Reclassified English Learners continue to need support and attention to show annual growth.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
59.2% making progress towards English language proficiency
Number of EL Students: 76 Students
Performance Level: 4

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
12	19	0	45

Conclusions based on this data:

1. English Learners making progress towards English language proficiency increased to 59.2%. We need to build capacity in our teachers and support staff to provide more support throughout the instructional day.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
29.3% Chronically Absent	38.5% Chronically Absent	9 Students
Declined Significantly -6.6	Declined -8.5	
543 Students	135 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
48.6% Chronically Absent	31.5% Chronically Absent	41.4% Chronically Absent
Declined -3.4	Declined Significantly -6.8	Declined -7.6
37 Students	473 Students	87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange 31.5% Chronically Absent Declined -14.3 54 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 31.3% Chronically Absent Declined Significantly -6.3 432 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Orange 12.8% Chronically Absent Increased 0.7 39 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect the decline of Chronic Absenteeism in all students. African American students, English Learners, Hispanic students, students with disabilities, students experiencing homelessness and socioeconomically disadvantaged students showed a decline. Students identifying as white increased.
2. African American students showed the biggest decline of 14.3 points.
3. Socioeconomically disadvantaged, students identifying as Hispanic, and students experiencing homelessness continue to need support and attention to show annual decline.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
8.7% suspended at least one day	9.5% suspended at least one day	10 Students
Increased 3	Increased 3.6	
552 Students	137 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
18.9% suspended at least one day	8.9% suspended at least one day	17.8% suspended at least one day
Increased 18.9	Increased 2.6	Increased 6.6
37 Students	481 Students	90 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 16.7% suspended at least one day Increased 0.3 54 Students	Less than 11 Students 2 Students	Less than 11 Students 7 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 8.4% suspended at least one day Increased 4 439 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 5.1% suspended at least one day Declined -0.9 39 Students

Conclusions based on this data:

1. We need to continue to build capacity in our teaching staff to positively affect the decline in the Suspension Rate in all students. African American students, English Learners, Hispanic students, students with disabilities, students experiencing homelessness and socioeconomically disadvantaged students showed an increase. Students identifying as white decreased.
2. African American students showed a growth in suspension rate of 0.3
3. Socioeconomically disadvantaged, students identifying as Hispanic, English Learners, students with disabilities, and students experiencing homelessness continue to need additional support and attention to show annual decline.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -112.3 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 17.3 or more (to reach Green) to end at -109.3 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -182.1 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 87.1 or more (to reach Green) to end at -179.1 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -129.3 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 105.2 or more (to reach Green) to end at -126.3 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for African American students will decrease the baseline of -66.9 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 61.9 or more (to reach Green) to end at -63.9 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Hispanic Students will decrease the baseline of -131.5 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 36.5 or more (to reach Green) to end at -128.5 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline of -187.7 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 92.7 or more (to reach Yellow) to end at -184.7 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Students with disabilities will decrease the baseline of -200.2 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 34.3 or more (to reach Yellow) to end at -197.2 or higher by the end of the 2024-2025 school year.

Identified Need

Student groups (Hispanic, Socio-economically disadvantaged, and English Learners) on our school site are significantly below standard in the area of math. Approximately 70%, of students arrive to our school as 6th graders who are two or more grade levels below in math, based on CAASPP data from 2023.

As of February 2024, schoolwide iReady Math data indicates that 61% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Average Distance From Standard for All Students will decrease the baseline by a total of 3 or more with a stretch goal of 17.3 or more	-112.3 from 2023	End at -109.3 or higher by the end of the 2024-2025 school year
CAASPP Math Average Distance From Standard for English Learners will decrease the baseline by a total of 3 or more with a stretch goal of 87.1 or more	-182.1 from 2023	End at -179.1 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline by a total of 3 or more with a stretch goal of 105.2 or more	-129.3 from 2023	End at -126.3 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for African American students will decrease the baseline by a total of 3 or more with a stretch goal of 61.9 or more	-66.9 from 2023	End at -63.9 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Hispanic Students will decrease the baseline by a total of 3 or more with a stretch goal of 36.5 or more	-131.5 from 2023	End at -128.5 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Homeless Youth will decrease the baseline by a total of 3 or more with a stretch goal of 92.7 or more	-187.7 from 2023	End at -184.7 or higher by the end of the 2024-2025 school year.
CAASPP Math Average Distance From Standard for Students with disabilities will decrease the baseline by a total of 3 or more with a stretch goal of 34.3 or more	-200.2 from 2023	End at -197.2 or higher by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development and support with instructional strategies that will increase the conceptual understanding of students in mathematics classrooms (Workshop Model, increase student talk, small group pull-out support, and full implementation of district-adopted curriculum). Teacher professional development in all of these areas has not been implemented as planned due to the high percentage of new teachers taht require other professional development, When teachers were able to engage in professional development and planning, they were able to implement the instructional strategies.

Teachers need to be supported in their growth of addressing the needs low performing students and these actions were able to do that. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. AVID strategies will also support the implementation math problem solving strategies throughout all Math and Science classrooms.

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

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

Through capacity-building, the school continues to implement the MSAP goals and TNTP middle school strategies. Both MSAP and TNTP have priorities that are being balanced against the limited time constraints for this years collaboration and development time.

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

Based on feedback from teachers and work with the Instructional Coach, a focus has been added into this year's goal looking at supporting instruction across grade levels, implementing the set goals with fidelity, and addressing barriers to implementation. This includes additional time to plan the implementation of ongoing professional development of our new Instructional Coach to support teachers and differentiated professional development for our teachers. This plan also provides implementation support for classroom instructional strategies that foster group work and workshop model instructional delivery. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency.

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

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged.

Strategy/Activity

Teacher Professional Development and collaborative planning with a focus on supporting teachers' individual needs (differentiated PD to: new to teaching, new to OEB, identified areas of support needed).

Teachers will engage in targeted professional development on the effective use of data chats with students and analyzing student data to inform instruction.

Teachers will engage in targeted professional development on Explicit Instruction in Problem-Solving Strategies:

- Teach and model problem-solving strategies explicitly, emphasizing logical thinking and reasoning rather than relying solely on language proficiency;
- Workshop Model as an instructional strategy
- Questioning strategies
- AVID WICOR strategies
- Collaborative Student strategies,
- Effective strategies for supporting English Learners (SDAIE, etc)
- Maintaining TNTP practices, to include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

Appropriate materials, resources, and staffing to support student social-emotional, behavioral, and academic growth.

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)
23480	LCFF Supplemental and Concentration (S/C)
12295	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged.

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,000	Title I Part A: Allocation
7,000	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -66.9 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 61.9 or more (to reach Green) to end at -63.9 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -147.1 (Orange) from 2023 by a total of 3 or more (to reach Yellow) with a stretch goal of 77.1 or more (to reach Green) to end at -144.1 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -139.2(Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 69.2 or more (to reach Yellow) to end at -136.2 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline of -131.0 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 61 or more (to reach Yellow) to end at -128 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically disadvantaged will decrease the baseline of -83.2 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 13.2 or more (to reach Yellow) to end at -80.2 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline of -83.4 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 13.4 or more (to reach Yellow) to end at -80.4 or higher by the end of the 2024-2025 school year.

Identified Need

Student groups (Hispanic, Socio-economically disadvantaged, and English Learners) on our school site are significantly below standard in the area of ELA. Approximately 75%, of students arrive to our school as 6th graders who are two or more grade levels below in math, based on CAASPP data from 2023.

As of February 2024, schoolwide iReady ELA data indicates that 65% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for All Students will decrease the baseline by a total of 3 or more with a stretch goal of 61.9 or more	-66.9 from 2023	End at -63.9 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline by a total of 3 or more with a stretch goal of 77.1 or more	-147.1 from 2023	End at -144.1 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline by a total of 3 or more with a stretch goal of 69.2 or more	-139.2 from 2023	End at -136.2 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Homeless Youth will decrease the baseline by a total of 3 or more with a stretch goal of 61 or more	-131.0 from 2023	End at -128 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Socioeconomically disadvantaged will decrease the baseline by a total of 3 or more with a stretch goal of 13.2 or more	-83.2 from 2023	End at -80.2 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Hispanic will decrease the baseline by a total of 3 or more with a stretch goal of 13.4 or more	-83.4 from 2023	End at -80.4 or higher by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development and support with instructional strategies that will increase the conceptual understanding of students in mathematics classrooms (Workshop Model, increase student talk, small group pull-out support, and full implementation of district-adopted curriculum). Teacher professional development in all of these areas has not been implemented as planned due to the high percentage of new teachers taht require other professional development, When teachers were able to engage in professional development and planning, they were able to implement the instructional strategies.

Teachers need to be supported in their growth of addressing the needs low performing students and these actions were able to do that. By going tofull use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. AVID strategies will also support the implementation reading and writing strategies throughout all ELA, Social Studies, and ELD classrooms.

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

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

Through capacity-building, the school continues to implement the MSAP goals and TNTP middle school strategies. Both MSAP and TNTP have priorities that are being balanced against the limited time constraints for this years collaboration and development time.

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

Based on feedback from teachers and work with the Instructional Coach, a focus has been added into this year's goal looking at supporting instruction across grade levels, implementing the set goals with fidelity, and addressing barriers to implementation. This includes additional time to plan the implementation of ongoing professional development of our new Instructional Coach to support teachers and differentiated professional development for our teachers. This plan also provides implementation support for classroom instructional strategies that foster group work and workshop model instructional delivery. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency.

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

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged.

Strategy/Activity

Teacher Professional Development and collaborative planning with a focus on supporting teachers' individual needs (differentiated PD to: new to teaching, new to OEB, identified areas of support needed).

Teachers will engage in targeted professional development on the effective use of data chats with students and analyzing student data to inform instruction.

Teacher will receive training and support in the Implementation of new district program, Study Sync

Teachers will engage in targeted professional development on providing language support through:

- Vocabulary Instruction: Teach key math terms explicitly and provide translations if necessary.
- Visual Aids: Use diagrams, charts, and manipulatives to illustrate concepts.
- Scaffolded Instruction: Break down complex problems into smaller steps and provide guided practice.
- Workshop Model as an instructional strategy
- Questioning strategies
- AVID WICOR strategies
- Collaborative Student strategies,
- Effective strategies for supporting English Learners (SDAIE, etc)
- Effective implementation of iReady ELA
- On demand writing prompts 2x/year
- Words Their Way Reading Inventory.
- culturally responsive teaching/continue
- family and community engagement-workshops, resources ,decision making/growth
- data driven decision making- teachers / continue

Appropriate materials, resources, and staffing to support student social-emotional, behavioral, and academic growth.

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)
10,000	LCFF Supplemental and Concentration (S/C)
30,000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -139.2(Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 69.2 or more (to reach Yellow) to end at -136.2 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Redesignated English Proficient will decrease the baseline of -137.6 (Red) from 2023 by a total of 3 or more (to reach Orange) with a stretch goal of 67.6 or more (to reach Yellow) to end at -134.6 or higher by the end of the 2024-2025 school year.

Increase engagement of English Learner families in the academic goal setting of English Learner and Redesignated English Proficient students.

Identified Need

English Learners have been one of the student groups that perform the lowest in the CAASPP. Although they have maintained in ELA this past year, it was not enough to show significant improvement. Because of this, we must support an increase in the academic performance of our English Learners so that they may reclassify and be prepared to be successful in all of their courses. Redesignated English Proficient students will also need academic support so that they are able to increase their performance in ELA and other courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline by a total of 3 or more with a stretch goal of 69.2 or more	-139.2 from 2023	End at -136.2 or higher by the end of the 2024-2025 school year.
CAASPP ELA Average Distance From Standard for Redesignated English Proficient will decrease the baseline by a total of 3 or more with a stretch goal of 67.6 or more	-137.6 from 2023	End at -134.6 or higher by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

While this year has focused on implementing ELA and Math curriculum with fidelity, barriers include the capacity of new math teachers to implement, a new instructional coach, new certificated support staff, and multiple core unfilled positions.

Through capacity-building, the school continues to implement the MSAP goals and TNTP middle school strategies. Both MSAP and TNTP have priorities that are being balanced against the limited time constraints for this years collaboration and development time.

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

Based on feedback from teachers and work with the Instructional Coach, a focus has been added into this year's goal looking at supporting instruction across grade levels, implementing the set goals with fidelity, and addressing barriers to implementation. This includes additional time to plan the implementation of ongoing professional development of our new Instructional Coach to support teachers and differentiated professional development for our teachers. This plan also provides implementation support for classroom instructional strategies that foster group work and workshop model instructional delivery. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency.

We will continue implement the Workshop Model in all Math ELA, ELD, and Social Studies classrooms. It has been difficult to have training throughout all classrooms due to high turnover in

our departments. As the implementation of Workshop and AVID grows, the SPSA will be modified based on which strategies is the most effective. For a second year in a row, we will not be experiencing high turnover within our staffing.

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, including English Learners, Redesignated English Proficient students, African American students, students that are experiencing homelessness, foster youth, students with disabilities, and socioeconomically disadvantaged.

Strategy/Activity

Teacher Professional Development and collaborative planning with a focus on supporting teachers' individual needs (differentiated PD to: new to teaching, new to OEB, identified areas of support needed).

Teachers will engage in targeted professional development on the effective use of data chats with students and analyzing student data to inform instruction.

Teacher will receive training and support in the Implementation of new district program, Study Sync

Teachers will engage in targeted professional development on providing language support and Problem-Solving Strategies through:

- Effective strategies for supporting English Learners (SDAIE, etc)
- Vocabulary Instruction: Teach key math terms explicitly and provide translations if necessary.
- Visual Aids: Use diagrams, charts, and manipulatives to illustrate concepts.
- Scaffolded Instruction: Break down complex problems into smaller steps and provide guided practice.
- Workshop Model as an instructional strategy
- Questioning strategies
- AVID WICOR strategies
- Collaborative Student strategies,
- Effective implementation of iReady ELA
- On demand writing prompts 2x/year
- Words Their Way Reading Inventory.
- culturally responsive teaching/continue
- family and community engagement-workshops, resources ,decision making/growth
- data driven decision making- teachers / continue

Appropriate materials, resources, and staffing to support student social-emotional, behavioral, and academic growth.

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)
3,000	LCFF Supplemental and Concentration (S/C)
3,000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for All Students will decrease the baseline of 8.7 (Orange) from 2023 by a total of -0.7 or more (to reach Yellow) with a stretch goal of -0.7 or more (to reach Green) to end at 8 or lower by the end of the 2024-2025 school year.

Suspension Rate for English Learners will decrease the baseline of 9.5 (Orange) from 2023 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1.5 or more (to reach Green) to end at 9.2 or lower by the end of the 2024-2025 school year.

Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline of 8.9 (Orange) from 2023 by a total of -0.9 or more (to reach Yellow) with a stretch goal of -0.9 or more (to reach Green) to end at 8 or lower by the end of the 2024-2025 school year.

Suspension Rate for Hispanic will decrease the baseline of 8.4 (Orange) from 2023 by a total of -0.4 or more (to reach Yellow) with a stretch goal of -0.4 or more (to reach Green) to end at 8 or lower by the end of the 2024-2025 school year.

Suspension Rate for Homeless Youth will decrease the baseline of 18.9 (Red) from 2023 by a total of -0.3 or more (to reach Orange) with a stretch goal of -6.9 or more (to reach Yellow) to end at 18.6 or lower by the end of the 2024-2025 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 17.8 (Red) from 2023 by a total of -0.3 or more (to reach Orange) with a stretch goal of -5.8 or more (to reach Yellow) to end at 17.5 or lower by the end of the 2024-2025 school year.

Suspension Rate for African American will decrease the baseline of 16.7 (Red) from 2023 by a total of -0.3 or more (to reach Orange) with a stretch goal of -4.7 or more (to reach Yellow) to end at 16.4 or lower by the end of the 2024-2025 school year.

Identified Need

Students need to feel safe, welcome, and respected in their learning environment. When students feel safe, welcome, and respected, they can engage fully in the learning process. Students who are Homeless Youth, Students with Disabilities, English learners and African American students may have needs that are negatively affecting their sense of safety in their classrooms. This puts a barrier between these students and their access to instruction. We must build inclusive classroom cultures that are culturally responsive and psychologically safe.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate for All Students will decrease the baseline by a total of -0.7 or more (to reach Yellow) with a stretch goal of -0.7 or more	8.7 from 2023	End at 8 or lower by the end of the 2024-2025 school year.
Suspension Rate for English Learners will decrease the baseline by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1.5 or more	9.5 from 2023	End at 9.2 or lower by the end of the 2024-2025 school year.
Suspension Rate for Socioeconomically Disadvantaged will decrease the baseline by a total of -0.9 or more (to reach Yellow) with a stretch goal of -0.9 or more	8.9 from 2023	End at 8 or lower by the end of the 2024-2025 school year.
Suspension Rate for Hispanic will decrease the baseline by a total of -0.4 or more (to reach Yellow) with a stretch goal of -0.4 or more	8.4 from 2023	End at 8 or lower by the end of the 2024-2025 school year.
Suspension Rate for Homeless Youth will decrease the baseline by a total of -0.3 or more (to reach Orange) with a stretch goal of -6.9 or more	18.9 from 2023	End at 18.6 or lower by the end of the 2024-2025 school year.
Suspension Rate for Students with Disabilities will decrease the baseline by a total of -0.3 or more (to reach Orange) with a stretch goal of -5.8 or more	17.8 from 2023	End at 17.5 or lower by the end of the 2024-2025 school year.
Suspension Rate for African American will decrease the baseline by a total of -0.3 or more (to reach Orange) with a stretch goal of -4.7 or more	16.7 from 2023	End at 16.4 or lower by the end of the 2024-2025 school year.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

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

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

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged.

Strategy/Activity

All students at OEB Magnet, including Students who are Homeless Youth, Students with Disabilities, English learners and African American students will be supported in developing self-regulation plans by having supportpersonnel (site-based, district-based, and outside contractors) using SEL programming, defined MTSS support interventions, and PBIS intervention strategies. This will help students to learn skills that allow them to avoid negative behaviors which result in time outside of the learning
environment. Examples are providing professional development and resources to our site PBIS team. We will also continue to provide a site Behavior RTI Coach to support teachers in their implementation of MTSS strategies, support the site in their implementation of school-wide PBIS strategies, and support students as they demonstrate the need for intervention. PBIS strategies can include strategies that require incentives for students. Site-based support personnel may include Behavior support aides, project aides, and security to support students in classrooms and during unstructured time that will lead to a decrease in the suspension rate for all students.

Strategies include the use of Behavior RTI coach to get into classrooms in order to model relationship building and student accountability SEL Restorative Practices/wellness circles, Wellness Wednesdays at lunch and nutrition to build student communities, Black student union, run by counselor and staff to mitigate anxiety

WJC community circles, PBIS, game room, bear bucks/ bear store, talent show, Advisory lessons, on-campus events (Wellness Wednesday, lunch time events)

Ongoing teacher professional development and collaboration (differentiated PD to continue to support teachers: new to teaching, new to OEB, identified areas of support needed).

Home-School communication will be an area of focus for all areas (Positive Behavior Support, celebrations and activities for students, expectations for students)

Appropriate materials, resources, and staffing to support student social-emotional, behavioral, and academic growth.

Student incentives to support the PBIS goals and strategies.

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)
35,000	LCFF Supplemental and Concentration (S/C)
35,000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents with Parent Portal	In May 2024, 58% of parents had Parent Portal access.	In May 2025, 70% of parents will have Parent Portal access.
Parent Attendance at Stakeholder meetings and school events	For the 23-24 school year, parent attendance ranges from 0-10% parent attendance at stakeholder meetings and 30-60% of school events	By June 2025, family attendance to stakeholder meetings will range from 2-15% and attendance to school events will be 45-75%

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

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

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

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, including African American students, students that are experiencing homelessness, foster youth, students with disabilities, English Learners, and socioeconomically disadvantaged

Strategy/Activity

Increase parent engagement
Goals and strategies will focus on Home-School communication in all areas (Positive Behavior Support, celebrations and activities for students, expectations for students) and partner student recognition with parent engagement opportunities.

Parent and Community Involvement Strategy:
Engage parents and community members by providing resources and workshops that support math learning at home and in the community.
Parent meetings
Engage with community Partners
More frequent parent communication

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)

1875	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

As a Nationally Certified Demonstration Magnet School will will continue to implement MSAP goals. This will include the strengthening of the implementation of the AVID program school wide.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - CCI Tool : AVID Schoolwide Instruction (4-point rubric)	At this time, we are, on average, at a 2 on a 4-point rubric that describes our implementation of AVID strategies.	By May 2025, we would like to average a 3 in all areas in the AVID Schoolwide Instruction section of the CCI, with 4's in Organizational Methods and Tools.
Grades of Students in AVID Elective Classes	GPA of students - To be establish after the first quarterof the 2024-2025 school year.	By the end of the 2024-2025 school year, students in the AVID Elective class will have increased their GPA.
Number of students who participated in PBL units throughout the school year.	Baseline for this goal will be established during the 2024-2025 school year.	By the end of the 2024-2025 school year, all students will have participated in at least two PBL units, one in their Social Studies classroom and another in a different class.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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 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.

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.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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 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.

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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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 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.

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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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 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.

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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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 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.

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.

Amount(s)	Source(s)

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	$89170
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$89170
Other State/Local Funds provided to the school	$78480

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $167,650

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	78480	0.00
Title I Part A: Parent Involvement	1875	0.00
Title I Part A: Allocation	87295	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	78,480.00
Title I Part A: Allocation	87,295.00
Title I Part A: Parent Involvement	1,875.00

School Site Council Membership

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

School Principal

Classroom Teachers

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Andrew Driffill	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/24/2024.

Attested:

	Principal, Noemi Orduna on 05/24/2024
Andrew Driffill	SSC Chairperson, Andrew Driffill on 05/24/2024

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $2,057,070.00:

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

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: <u>Octavia E. Butler Magnet</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$2,057,070.00	9,440	$217.90	428	$93,261.20