School Plan for Student Achievement (SPSA) Addendum

Silverado Middle School

Board Approval Date: August 8, 2024

The following are changes to our SPSA for year: **2024-2025**

Goal # and Goal Description:	Goal #1: Students will graduate college- and career-ready Goal #3: Families will experience robust communication, community engagement, and advocacy Goal #4: Students will thrive socially, emotionally, and academically		
Description of Change:	Expanding Community Schools Program Administrator (CSPA)		
Funding (from):	NA	Funding (to):	CSI (3182)
Amount (from):	NA	Amount (to):	$65,424
Reason for Change:	Silverado Middle School qualified for Comprehensive Support and Improvement (CSI) funding and support for the 2023 school year and NVUSD was notified in February of 2024 of this eligibility. CSI status is based on schoolwide performance for 'all students.' A school is identified in one of two ways: 1) (High schools only) Graduation rate less than 68% averaged over two years 2) Not less than the lowest-performing five percent of Title I schools from schools that meet any of the following: ● All red indicators ● All red but one indicator of another color ● All red and orange indicators ● Five or more indicators where the majority are red Identification occurs annually. Silverado will use this funding to Increase their current part-time (60%) CSPA position to full-time to better support management and implementation of MTSS coordination of supports for students, expanded learning opportunities, parent engagement and learning opportunities, and shared leadership opportunities for students, families, and staff.		

Goal # and Goal Description:	Goal #1: Students will graduate college- and career-ready		
Description of Change:	Adding full-time Bilingual Instructional Aide support for academic interventions		
Funding (from):	NA	Funding (to):	CSI (3182)
Amount (from):	NA	Amount (to):	$35,700
Reason for Change:	Silverado Middle School qualified for Comprehensive Support and Improvement (CSI) funding and support for the 2023 school year and NVUSD was notified in February of 2024 of this eligibility. Bilingual Instructional Aide support with specifically address students underperforming in ELA and Math on multiple measures, including Star Ren and CAASPP.		

Comprehensive Support and Improvement (CSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silverado Middle School	28662666058796	June 4, 2024	June 20, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Silverado Middle School for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Silverado Middle School was built in 1958 and serves approximately 800 diverse students between grades 6-8. Our plan is aligned with the NVUSD LCAP and NVUSD Strategic Plan. Silverado is a Title 1 school and a proud California Community School as part of the CCSPP grant framework. Our school mission: Silverado Middle School staff, families, and community are working collaboratively to support the development of the whole child and using student-driven inquiry to create lifelong intellectual, emotional, and social learners. Collectively, we will inspire all students to achieve their greatest potential by instilling integrity, respect, responsibility, and ownership of oneself.

We meet the needs of our students through a strong academic and elective program, an approved and aligned social and emotional advisory program, and teaming at all grade levels. First, we build and implement goals with our teacher teams, parent groups, wellness team, and administrative team focused on standards-aligned curriculum. The plan supports staff engagement in Professional Learning Communities (PLCs) using common assessments and data-driven protocols to review student progress and respond to student needs. With a high percentage of Multilingual Learners (MLLs), the plan articulates professional learning that supports the use of reading and writing to learn, academic language and AVID strategies school-wide. We believe that schools should be a place where every student feels a sense of belonging, where nutritious and delicious meals are served, where students have clear behavioral (safe, respectful, responsible, kind) and academic expectations, and where our students thrive. The plan includes professional learning and additional support for students that addresses social emotional learning, restorative practices, and trauma-informed care. Additionally, our plan is inclusive of supporting parents with communication in their home language, access to parent learning, and engagement for families of MLLs through a targeted focus on supporting a strong English Learner Advisory Committee (ELAC). The plan provides a whole-child approach to learning and growth at Silverado Middle School.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was developed by the principal with input from site leadership team and family groups for input and approval. Updates on actions and progress toward goals are reviewed at each School Site Council (SSC) meeting and the English Language Advisory Committee (ELAC).

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Silverado Middle School has been identified as a Comprehensive Support and Improvement (CSI) site as a low-performing Title 1 school. The resource inequities identified by reviewing and analyzing student data are as follows: The following subgroups are experiencing lower levels of achievement in the areas English Language Arts and math as compared to our overall population: Hispanic, Students with Disabilities, English Learners, and Socio-Economically Disadvantaged. These sub groups are also experiencing higher levels of chronic absenteeism and suspension rates as compared to our overall student population. Supplemental and Title 1 funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ACADEMIC PERFORMANCE
English Language Arts:
Students in all subgroups are underperforming in English Language Arts, with English Learners, Hispanic students, Socioeconomically Disadvantaged students and Students with Disabilities scoring at lower levels that White students (orange). Other subgroups, including Homeless and Foster Youth, were too small in size to be included in the Dashboard metric.

Mathematics:
Students in all subgroups are underperforming in Mathematics, with English Learners, Hispanic students, Socioeconomically Disadvantaged students and Students with Disabilities scoring at lower levels that White students (yellow). Other subgroups, including Homeless and Foster Youth, were too small in size to be included in the Dashboard metric.

ACADEMIC ENGAGEMENT
Chronic Absenteeism:
Students at Silverado Middle School experienced an increase in chronic absenteeism from 2022 to 2023. All subgroups had high rates of chronic absenteeism, with Whites at 33.2%, Hispanic students at 37.6%, Socioeconomically Disadvantaged students at 38.6%, and most severe, Students with Disabilities at 42.4%.

CONDITIONS & CLIMATE
Suspension Rates:
2023 saw high rates of suspension across subgroups at Silverado, with English Learners (14.6%), Hispanic students (11.8%), Socioeconomically Disadvantaged (12.1%) and Students with Disabilities (13.4%) suspended at somewhat higher rates than their White peers (8.2%). Furthermore, Silverado saw an increase overall of 4% in suspension rates from 2022 to 2023.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Mathematics: White students are performing at the "yellow" level, with all other subgroups (English Learners, Hispanic Students, Socioeconomically Disadvantaged, and Students with Disabilities) performing at the lowest "red" level. This gap is significant: White students are 47 points below standard, while their peers are much lower:
Socioeconomically Disadvantaged: 140 points below standard
Hispanic: 143 points below standard
English Learners: 172 points below standard
Students with Disabilities: 180 points below standard
Furthermore, White students showed a slight increase in performance, while all other subgroups decreased.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.3%	%	0.12%	2	0	1
African American	0.3%	0.44%	0.58%	2	3	5
Asian	0.6%	0.59%	1.04%	4	4	9
Filipino	0.6%	0.15%	0.46%	4	1	4
Hispanic/Latino	67.5%	68.44%	72.47%	495	464	629
Pacific Islander	%	0.29%	0.23%		2	2
White	28.1%	27.73%	22.47%	206	188	195
Multiple/No Response	2.7%	2.36%	2.3%	20	16	20
			Total Enrollment	733	678	868

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 6	239	214	265
Grade 7	236	235	273
Grade 8	258	229	330
Total Enrollment	733	678	868

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	219	214	303	29.9%	31.6%	34.9%
Fluent English Proficient (FEP)	204	178		27.8%	26.3%	
Reclassified Fluent English Proficient (RFEP)	6			0.5%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	Overall Participation for All Students											
	# 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	236	209	269	0	206	253	0	206	252	0.0	98.6	94.1
Grade 7	230	235	271	0	230	254	0	230	252	0.0	97.9	93.7
Grade 8	255	226	328	0	220	313	0	218	312	0.0	97.3	95.4
All Grades	721	670	868	0	656	820	0	654	816	0.0	97.9	94.5

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

Grade Level	Overall Achievement for All Students														
	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		2464.	2478.		7.28	8.33		16.99	20.63		28.64	34.52		47.09	36.51
Grade 7		2480.	2452.		4.78	3.57		18.26	12.70		29.13	23.02		47.83	60.71
Grade 8		2514.	2497.		7.34	5.45		22.48	23.08		30.28	26.60		39.91	44.87
All Grades	N/A	N/A	N/A		6.42	5.76		19.27	19.12		29.36	27.94		44.95	47.18

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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		8.74	11.16		48.54	51.79		42.72	37.05
Grade 7		8.30	4.37		54.59	48.81		37.12	46.83
Grade 8		12.96	7.05		50.46	46.79		36.57	46.15
All Grades		9.98	7.48		51.31	48.96		38.71	43.56

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		6.31	6.77		41.75	52.99		51.94	40.24
Grade 7		6.99	4.76		47.16	38.89		45.85	56.35
Grade 8		6.94	9.97		52.31	47.59		40.74	42.44
All Grades		6.76	7.37		47.16	46.56		46.08	46.07

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		13.59	6.77		59.71	72.91		26.70	20.32
Grade 7		5.24	5.56		66.81	64.29		27.95	30.16
Grade 8		10.19	8.65		69.44	63.14		20.37	28.21
All Grades		9.52	7.12		65.44	66.50		25.04	26.38

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		7.28	9.96		67.48	64.94		25.24	25.10
Grade 7		11.35	7.14		56.77	49.21		31.88	43.65
Grade 8		16.20	11.54		60.19	63.14		23.61	25.32
All Grades		11.67	9.69		61.29	59.39		27.04	30.92

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	236	209	269	0	206	264	0	206	263	0.0	98.6	98.1
Grade 7	230	235	271	0	230	267	0	230	266	0.0	97.9	98.5
Grade 8	255	227	327	0	219	316	0	219	316	0.0	96.5	96.6
All Grades	721	671	867	0	655	847	0	655	845	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		2452.	2447.		3.88	6.08		13.11	9.13		25.24	28.14		57.77	56.65
Grade 7		2456.	2452.		4.35	4.89		12.61	11.28		22.61	21.05		60.43	62.78
Grade 8		2468.	2450.		7.76	6.01		11.42	10.76		16.44	14.24		64.38	68.99
All Grades	N/A	N/A	N/A		5.34	5.68		12.37	10.41		21.37	20.71		60.92	63.20

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		4.37	4.94		32.52	34.98		63.11	60.08
Grade 7		2.61	4.51		41.74	29.70		55.65	65.79
Grade 8		8.68	5.70		34.70	29.43		56.62	64.87
All Grades		5.19	5.09		36.49	31.24		58.32	63.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		4.85	3.42		45.15	45.63		50.00	50.95
Grade 7		4.35	4.51		51.74	44.74		43.91	50.75
Grade 8		7.76	6.96		42.92	37.66		49.32	55.38
All Grades		5.65	5.09		46.72	42.37		47.63	52.54

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		4.85	7.22		59.71	53.99		35.44	38.78
Grade 7		4.78	5.26		57.39	54.14		37.83	40.60
Grade 8		5.94	6.01		54.34	52.22		39.73	41.77
All Grades		5.19	6.15		57.10	53.37		37.71	40.47

School and Student Performance Data

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

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

ELPAC Results

	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	1513.5	1492.1	1517.8	1523.8	1480.2	1520.7	1502.8	1503.5	1514.5	84	57	81
7	1555.4	1503.5	1533.9	1571.4	1490.3	1539.5	1538.9	1516.4	1528.0	66	74	82
8	1545.7	1532.3	1533.7	1555.6	1518.2	1532.0	1535.2	1545.8	1535.0	50	49	111
All Grades										200	180	274

	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	17.86	3.51	19.75	28.57	26.32	35.80	27.38	42.11	25.93	26.19	28.07	18.52	84	57	81
7	39.39	9.46	21.95	28.79	25.68	39.02	22.73	31.08	25.61	9.09	33.78	13.41	66	74	82
8	24.00	12.24	18.02	34.00	36.73	36.04	30.00	32.65	24.32	12.00	18.37	21.62	50	49	111
All Grades	26.50	8.33	19.71	30.00	28.89	36.86	26.50	35.00	25.18	17.00	27.78	18.25	200	180	274

	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	38.10	15.79	45.68	34.52	28.07	34.57	14.29	35.09	7.41	13.10	21.05	12.35	84	57	81
7	50.00	21.62	43.90	34.85	22.97	39.02	12.12	28.38	8.54	3.03	27.03	8.54	66	74	82
8	44.00	22.45	28.83	32.00	42.86	41.44	12.00	14.29	12.61	12.00	20.41	17.12	50	49	111
All Grades	43.50	20.00	38.32	34.00	30.00	38.69	13.00	26.67	9.85	9.50	23.33	13.14	200	180	274

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	0.00	1.75	6.17	11.90	10.53	20.99	46.43	43.86	32.10	41.67	43.86	40.74	84	57	81
7	7.58	4.05	3.66	30.30	17.57	25.61	40.91	40.54	40.24	21.21	37.84	30.49	66	74	82
8	6.00	6.12	7.21	26.00	28.57	29.73	38.00	44.90	27.93	30.00	20.41	35.14	50	49	111
All Grades	4.00	3.89	5.84	21.50	18.33	25.91	42.50	42.78	32.85	32.00	35.00	35.40	200	180	274

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	19.05	7.02	9.88	54.76	71.93	71.60	26.19	21.05	18.52	84	57	81
7	24.24	4.05	7.32	59.09	66.22	71.95	16.67	29.73	20.73	66	74	82
8	24.00	8.16	12.61	60.00	73.47	61.26	16.00	18.37	26.13	50	49	111
All Grades	22.00	6.11	10.22	57.50	70.00	67.52	20.50	23.89	22.26	200	180	274

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	66.67	24.56	72.84	19.05	47.37	14.81	14.29	28.07	12.35	84	57	81
7	80.30	35.14	79.27	16.67	33.78	10.98	3.03	31.08	9.76	66	74	82
8	66.00	36.73	61.26	22.00	42.86	26.13	12.00	20.41	12.61	50	49	111
All Grades	71.00	32.22	70.07	19.00	40.56	18.25	10.00	27.22	11.68	200	180	274

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	1.19	1.75	4.94	27.38	33.33	33.33	71.43	64.91	61.73	84	57	81
7	16.67	5.41	9.76	37.88	40.54	42.68	45.45	54.05	47.56	66	74	82
8	12.00	12.24	15.32	42.00	38.78	37.84	46.00	48.98	46.85	50	49	111
All Grades	9.00	6.11	10.58	34.50	37.78	37.96	56.50	56.11	51.46	200	180	274

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	10.71	3.51	18.52	66.67	77.19	56.79	22.62	19.30	24.69	84	57	81
7	10.61	5.41	17.07	78.79	71.62	60.98	10.61	22.97	21.95	66	74	82
8	2.00	4.08	6.31	82.00	85.71	74.77	16.00	10.20	18.92	50	49	111
All Grades	8.50	4.44	13.14	74.50	77.22	65.33	17.00	18.33	21.53	200	180	274

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
868	**78.1**	**34.9**	**0.2**
Total Number of Students enrolled in Silverado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	303	34.9
Foster Youth	2	0.2
Homeless	21	2.4
Socioeconomically Disadvantaged	678	78.1
Students with Disabilities	126	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.6
American Indian	1	0.1
Asian	9	1
Filipino	4	0.5
Hispanic	629	72.5
Two or More Races	20	2.3
Pacific Islander	2	0.2
White	195	22.5

School and Student Performance Data
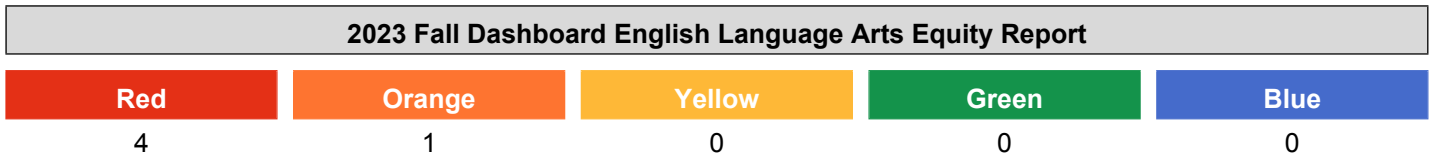
Overall Performance

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

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.

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
73.9 points below standard	123.7 points below standard	
Decreased -12.7 points	Decreased -10.2 points	6 Students
805 Students	381 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
143.9 points below standard	Red	Red
Decreased Significantly -24.1 points	93.5 points below standard	146.7 points below standard
23 Students	Decreased -12.2 points	Decreased Significantly -18.7 points
	632 Students	114 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 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**
Red 96.2 points below standard Decreased -12.6 points 590 Students	7.3 points below standard Increased Significantly +19.5 points 19 Students	Less than 11 Students 2 Students	Orange 15.5 points below standard Maintained 0 points 177 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
154.4 points below standard Decreased Significantly -16.1 points 247 Students	67.1 points below standard Increased +7.9 points 134 Students	28.2 points below standard Decreased -4 points 299 Students

School and Student Performance Data
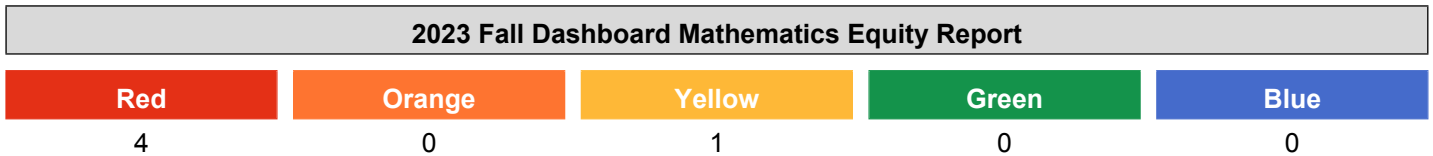
Academic Performance
Mathematics

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
117 points below standard	172.2 points below standard	
Decreased -11 points	Decreased -12.3 points	5 Students
811 Students	384 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Red	Red
214.3 points below standard	140.3 points below standard	180.4 points below standard
Decreased Significantly -52.1 points	Decreased -8.7 points	Decreased Significantly -27.8 points
23 Students	637 Students	117 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 0 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 143.4 points below standard Decreased -11.3 points 595 Students	50 points below standard Increased Significantly +38 points 17 Students	Less than 11 Students 2 Students	Yellow 45.7 points below standard Increased +4.4 points 179 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**
200.6 points below standard	119.6 points below standard	64.2 points below standard
Decreased -14.2 points	Maintained -1.3 points	Maintained -0.5 points
249 Students	135 Students	303 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
62.1% making progress towards English language proficiency
Number of EL Students: 256 Students
Performance Level: 4
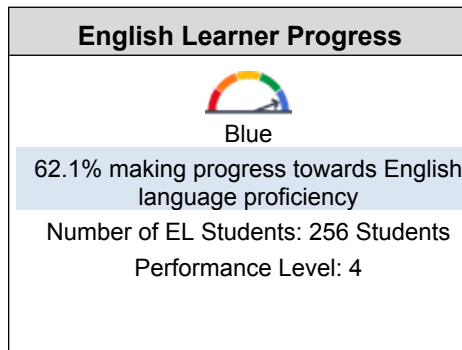
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
25	72	5	153

School and Student Performance Data

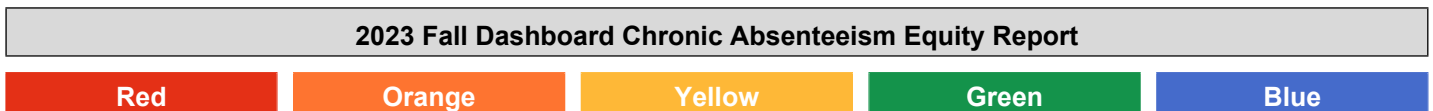## Academic Performance
College/Career Report

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

School and Student Performance Data

Academic Engagement
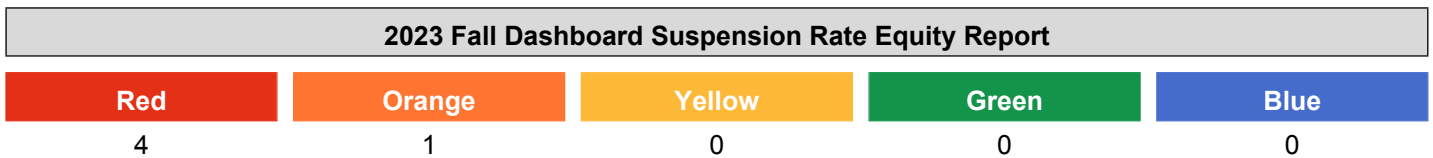### Chronic Absenteeism

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
36.5% Chronically Absent	36.2% Chronically Absent	
Increased 2.5	Declined -2.2	8 Students
907 Students	318 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
42.9% Chronically Absent	Red	Red
Declined -7.1	38.6% Chronically Absent	42.4% Chronically Absent
35 Students	Increased 0.7	Increased 1.7
	715 Students	132 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	1 Student	9 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	46.2% Chronically Absent	Less than 11 Students	Red
37.6% Chronically Absent	Increased 17.6	2 Students	33.2% Chronically Absent
Increased 1.4	26 Students		Increased Significantly 3.5
652 Students			205 Students

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 Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
10.6% suspended at least one day	14.6% suspended at least one day	9 Students
Increased 4	Increased Significantly 5.1	
922 Students	321 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
11.1% suspended at least one day	Red	Red
Increased 4.9	12.1% suspended at least one day	13.4% suspended at least one day
36 Students	Increased Significantly 4.2	Increased 2.2
	726 Students	134 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 11.8% suspended at least one day Increased Significantly 4.2 661 Students	6.9% suspended at least one day Increased 2.1 29 Students	Less than 11 Students 2 Students	Orange 8.2% suspended at least one day Increased 4 208 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English Learners, Low SocioEconomic, Students with Disabilities, Hispanic Students.
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Low SocioEconomic, Students with Disabilities, Hispanic Students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	CAASPP Math 2023: 16.09% Met or Exceeded	Overall, we would expect to see a 10% improvement in our math CAASPP Scores. Additionally, we would expect to see a 10% improvement in each of our subgroups: EL, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.
STAR Math	Math Grades 6-8 Spring 2023 Less than Proficient Level 1: 62.6% Level 2: 22.4% Proficient Level 3: 9.3% Level 4: 5.7%	Overall, we would expect to see a 10% improvement in our Star math scores.
CAASPP English Language Arts	CAASPP English Language Arts 2023: 24.9% (Met or Exceeded)	Overall, we would expect to see a 10% improvement in our ELA CAASPP Scores. Additionally, we would expect to see a 10% improvement in each of our subgroups: EL, Hispanic, Socioeconomically Disadvantaged and

		Students with Disabilities.
Metric Indicator - Star Reading	English Language Arts Grades 6-8 Spring 2023 Less than Proficient Level 1: 49.6% Level 2: 23.7% Proficient Level 3: 21.6% Level 4: 5.2%	Overall, we would expect to see a 10% improvement in our Star Reading scores.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional learning in the following areas: 1. Learning sprints - action research that helps teachers try strategies and analyze the success using student data (including STAR and formative). 2. Using AVID WICOR (writing, inquiry, collaboration, organization, and reading) strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide (including VAPA). 3. Priority standards and proficiency scales, along with professional development on working with students to use academic language. Collaboration time and support in the following areas: 1. Cross grade level teams will engage in learning walks to strengthen the articulation between grade levels. 2. Interdisciplinary teams will begin to utilize online resources and design tier 2 supports. 3. Content Teams will identify and utilize online supports i.e. Dreambox to support Tier 1 and Tier 2 instruction in the classroom and during flex time. Responsive teaching and learning: 1. Math teachers will engage in professional coaching focused on explicit instruction and the use of small group to support Tier 2 and 3 intervention in the classroom. 2. For advanced learners, staff will engage in professional learning and implement newly adopted curriculum in Math 1 to support higher level students.	All Students: the Math Team will function as a Professional Learning Community (PLC) using data from Star assessment and common assessments to inform priority areas of focus within the curriculum to ensure all students make progress towards and meet proficiency standards. Hispanic, English Learners, Students with Disabilities, and Socio-Economically Disadvantaged Students will receive targeted Tier 2 intervention.	3000 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Release time, conferences, travel expenses, extended work agreements 1229 0003 - Supplemental 2000-2999: Classified Personnel Salaries Extra work hours for intervention, professional development, special projects, events, etc. 7500 0003 - Supplemental 1000-1999: Certificated Personnel Salaries Extra work hours for intervention, professional development, special projects, events, etc. and substitutes for high-impact instruction. 2503 0003 - Supplemental 3000-3999: Employee Benefits Per hours listed above
1.2	Professional learning in the following areas:	All Students: The English Language Arts (ELA)	1000 0003 - Supplemental

	1. Learning Sprints - action research that helps teachers try strategies and analyze the success using student data (including STAR and formative). 2. AVID WICOR strategies across the curriculum and school-wide. 3. AVID WICOR strategies to increase opportunities for students to collaborate and engage in academic discourse in the classroom school-wide. 4. The Writing Revolution to support students with writing to learn strategies. 5. Lexia Aspire to learn the science of reading at the secondary level and support students with Tier 2 reading intervention in the classroom. 6. The ELA Team will increase their knowledge of priority standards and proficiency scales, along with professional development in working with students to use academic language. Collaboration time and support in the following areas: 1. General Education Teachers will work collaboratively with Ed Specialists in the 6th grade to support the inclusion of Special Education Students in mainstream science and social science classes in the 6th grade. 2. Interdisciplinary teams will begin to utilize online resources and design Tier 2 supports as the learning occurs. 3. Content Teams will utilize online supports i.e. Flocabulary and Accelerated Reader (AR) Program to support Tier 1 and Tier 2 instruction in the classroom and during flex time. The ELA team will utilize classroom libraries and our school library to increase student reading, we will continue to purchase novels for classroom use and will implement the use of Accelerated Reader	Team will function as a PLC using data from Star assessment and common assessments to inform priority areas of focus within the curriculum to ensure all students make progress towards and meet proficiency standards. EL Students: The EL Team will function as a PLC using data from ELPAC, Star assessments, and common assessments to inform priority areas of focus in addition to piloting a new ELD curriculum to ensure all students make progress towards proficiency standards. Students with Disabilities: 6th & 7th grade science and social science teams will implement full inclusion in science and social science.	4000-4999: Books And Supplies Books and supplies to support high-impact instruction. 5000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures AVID training and professional support. 10000 0003 - Supplemental 4000-4999: Books And Supplies Materials and supplies for schoolwide AVID implementation for all students.
1.3	Create part-time interventionist roles for targeted Tier 2 and 3 supports for students, reteaching and re-assessment, best-practice instructional strategies (UDL, MLL) and coaching, and co-teaching / collaboration with teachers.	Students in underperforming subgroups: low socioeconomic, Hispanic, English Learners and Students with Disabilities.	67,242 3182 - ESSA:CSI 1000-1999: Certificated Personnel Salaries Library Services, basic platform
1.10			
1.11			

Annual Review

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

Analysis

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

Students across subgroups saw gains in Star Reading and Math assessments from Fall 2023 to Winter 2024, shy of the 10% goal. CAASPP 2024 results are pending.

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

Not Applicable

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.

This goal will continue as a priority, with staff participating in a summer AVID institute, intensive instructional coaching, and other strategies listed.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English learner progress data reveals the following areas of need: In spring 2023, 62% of EL students made progress in language proficiency, but still achieved at lower rates than other subgroups in literacy and mathematics. We will continue a goal of promoting EL progress in language acquisition and other academic achievement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassify English Learners 2023-24 school year	2023-2024: ELPAC results pending. 2022-2023 school year: Prior goal surpassed, 62% of EL students made progress, 19% scoring proficient, an increase of 40% over prior year. 2021-2022: We met our goal of reclassifying 15% of our students. This was an increase of 6% from the 2020-21 school year.	2023-2024: We aim for 75% of EL students to make progress toward reclassification.
Star Math scores for English Learners	Spring 2024 Star math performance levels showed 34% of all students at or above level. Only 5% of ELs achieved at or above level. Initially Fluent, and Redesignated students achieved 35% at or above level, and English Only students achieved 49% at or above level. Our 2022-23 Math STAR Data show a 20% gap between our English Learners and English Only, Initially Fluent, and Redesignated Student population.	We will continue to support English Learners in math achievement and close the gap in their achievement versus their Initially Fluent, Redesignated and English-only peers. We aim for an increase in EL Star Math scores to 25% at or above level by Spring 2025.

	Our 2021-2022 Math STAR Data show a 28% gap between our white and Latinx population (35% proficient & 7% proficient respectively).	
California Dashboard Data: EL Progress Indicator	2023 CAASSP data showed 62% of EL students making progress, far surpassing the prior goal. Baseline 2022 CAASPP data showed 22% of our students making progress towards proficiency in English.	We aim to maintain the percentage of EL students making progress.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development will focus on the following: 1. The ELD Team will focus on instructional practices that improve outcomes for English Learners and monitor progress through learning sprints within the school day. 2. All teachers will participate in professional development to understand the four parts of the English Language Proficiency Assessment for California (ELPAC) and how to incorporate listening, reading, writing, and speaking in their classrooms. 3. The ELD Team will understand and incorporate EL priority standards into units that have pre-, mid-, and post-assessments linked to assessment rigor and design seen in ELPAC. Students will receive targeted language intervention through the following: 1. Ensure that all English Learners are placed in the appropriate ELD class congruent with their level of proficiency on the ELPAC. 2. Implement the AVID Excel Program grades 7-8. 3. Use flexible grouping time to accelerate and support student learning through Tier 2 interventions. 4. Provide after school intervention for students taking the ELPAC to target supports (in addition to designated ELD). 5. Hire a Multilingual Learner Coach to support these activities and outcomes. 6. Engage students in Youth Cinema Project as a course integrated in a block period connected to ELA. 7. Hire a Newcomer Academy teacher to support newcomers in initial language acquisition, targeted English and literacy, and support students in their cultural, scholastic, and overall transition. 8. Hire a Bilingual Instructional Aid to support students in various classroom settings.	English Learner Subgroup - provide professional development that will enable teachers to increase opportunities for students to experience responsive, engaging pedagogy tied to reaching and stretching MLL students.	2500 3010 – Title 1 1000-1999: Certificated Personnel Salaries Student achievement and engagement. 62930 3182 - ESSA:CSI 2000-2999: Classified Personnel Salaries 159320 3010 – Title 1 1000-1999: Certificated Personnel Salaries Newcomer Academy/ELD teacher position; Multilingual Coach 21444 3010 – Title 1 3000-3999: Employee Benefits

1.3			
1.8			
1.9			
1.12			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Students made significant progress as measured by the 2023 ELPAC. We hope to continue supporting their growth overall with the strategies in place from last year, including staff development, collaboration, ELPAC bootcamp, and schoolwide MLL instructional strategies.

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

Despite overall declining enrollment in the NVUSD, Silverado has seen a pattern of incoming newcomer students (averaging 1 new student every other week), primarily from Central and South America. We will increase targeted support for newcomer students.

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.

Not Applicable

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.
MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data - Contactable data.	2023-24: 99% of families have access to ParentSquare. 2022-23: 99% of families have access to ParentSquare notifications.	100% verified email and/or phone numbers in Parent Square to ensure contact.
Parent Square Data - overall interaction, weekly newsletter, and Parent Square Application.	2023-24: 53% have the app 43% receive notifications 31% interaction rate 2022-23: 30% interaction rate with parent square material. 70% open the email containing our weekly newsletter. 53% of users have downloaded the Parent Square App.	Increase app download to 65% Increase interaction rate to 45%
Translation services.	Provide stakeholder communication in preferred language(s).	We will continue ensure that all home communications are translated and that we have oral interpreters in all public meetings: Parent Club, Site Council, back-to-School Night, Open House, and ELAC.

Attendance at ELAC Meetings.	2023-24: Average attendance in ELAC meetings - 11 attendees 2022-23: Average attendance in ELAC Meetings - 8 attendees. 2021-22: Average attendance in ELAC Meetings - 7 attendees.		We will increase attendance in our ELAC meetings to an average of 12.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	We will implement the following parent engagement and communication strategies: 1. Continue to use the data confirmation process to identify families in need of support with Parent Square. Offer workshops that will teach parents how to use this valuable tool. 2. Use the engagement data from Parent Square to ensure that 100% of our parents are able to access and receive information throughout the year. 3. Publish a weekly Parent newsletter and use social media platforms to communicate with families. 4. Include a "highlight" section in the parent newsletter to spotlight staff, sports, and campus activities. 5. Continue to train staff and plan for translation services for all public meetings. 6. Provide training to staff on the new website and provide families with clear, consistent communication using this tool. For ELAC, we will use the following strategies: 1. Actively recruit and increase parent participation in ELAC. 2. Recruit ELAC Board representatives and provide training. 3. Work with Community Parent Liaison to support inclusion of ELAC families. 4. Connect ELAC + PFC as parallel parent groups and schedule meetings on same night to allow connection and collaboration before breaking out per specific objectives.	All Students: increase the connectedness of our community through a simultaneous increase in robust communication, community engagement, and advocacy tied to student and family needs. Clear, consistent, and positive home communications and feedback via Parent Square. English Learners: increase participation in our ELAC Meetings.	2500 3010 – Title 1 5900: Communications Parent engagement and communication 2000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Rentals, lease, maintenance related to community engagement
1.4			

Annual Review

SPSA Year Reviewed: 2023-24

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

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

We are proud of increasing ELAC attendance and engagement and the effectiveness of the Family Liaison role in actively communicating with families. Weekly family bulletins saw engagement, particularly when featuring student celebrations or special event information.

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

Not applicable

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.

Not applicable

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Students Thrive Socially, Emotionally and Academically

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: Hispanic, Students with Disabilities, Low Socioeconomic, and White. English Learners were also significantly chronically absent, but saw a decrease in absenteeism.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - Chronic Absenteeism	Baseline 2023 36.5% Chronically Absent (all) 36.2% ELs 37.6% Hispanic 38.6% Socioeconomically Disadvantaged 42.4% Students with Disabilities 33.2% White Baseline 2022 34% Chronically Absent (all) 38.4% ELs 36.2% Hispanic 37.9% Socioeconomically Disadvantaged 40.7% Students with Disabilities 29.6% White	Decrease our chronic absenteeism rate by 10% overall and reverse trend of increasing absenteeism in all subgroups.
California Dashboard Data - Suspension	Baseline 2023 10.6% suspended at least one day (all) 14.6% ELs 11.8% Hispanic 12.1% Socioeconomically Disadvantaged 13.4% Students with Disabilities 8.2% White	Decrease our suspension rate by 10% overall, with subgroup rates that are proportional to school demographics.

	Baseline 2022 6.6% suspended at least one day (all) 9.5% ELs 7.6% Hispanic 7.9% Socioeconomically Disadvantaged 11.2% Students with Disabilities 4.1% White	
California Healthy Kids Survey	CHKS Data 2023 57% School Connectedness 59% Caring adults at school 71% High expectations 19% Meaningful participation 29% Yes to Chronic Sadness 61% Academic Motivation 54% Perceived Safety at School Very Safe/Safe CHKS Data 2022 66% School Connectedness 78% Adult support 56% Caring adults at school 69% Peer support 32% Yes to Chronic Sadness; 68% No 68% Self Awareness 67% Academic Motivation 69% Perceived Safety at School Very Safe/Safe	Our aim to to see an increase in indicators related to connection, participation, and engagement, and a decrease in indicators related to boredom, sadness, and feeling unsafe.
Increase elective offerings to students and pilot push-in/integrated arts for students in ELD and Directed Studies.	Per 2023-24 community focus groups, Assets & Needs assessment as part of the Community School framework, ELAC, SSC and empathy interviews with students, there is an access gap for electives for students with ELD and Directed Studies.	Increase student engagement and attendance with high-interest, relevant electives that support language acquisition, positive behavior, and career skills exploration and exposure.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	We will renew our focus on Positive Behavior Intervention and Support (PBIS) through the following: 1. Orientation before the start of school for grade 6-8 on common expectations and supports available. 2. Use homeroom classes throughout the year to implement the Second Step SEL curriculum, community circles, and explicit teaching of school expectations. Staff will learn and implement the following: 1. Develop effective routines and practices on Community Circles in every classroom so it becomes a part of our culture.	We will work to ensure that all students feel safe, connected and productive at school, with a targeted focus on the following subgroups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	5000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Clean, safe facilities and environment for student safety and success. 2759 0003 - Supplemental 4000-4999: Books And Supplies Student wellness space materials and supplies

	2. Create Wellness Center systems for identifying and connecting students to services and create a Tier 1 student-centered space for self- and co-regulation. 3. Integrate SEL teaching into staff meetings and professional learning. 4. Training and use of "teaming" to build community and support students. Families will receive support through: 1. Orientation before school begins to connect and begin trust building. 2. Communication with families and varied opportunities to connect.		
1.2	Increase elective offerings to include percussion, theater, dance, an arts wheel, and a new STEM exploratory section.	All Students	95062 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Certificated VPA teachers 23765 6770 - Prop 28 4000-4999: Books And Supplies Instruments, materials,sheet music, stage improvement
1.5			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This remains an area of focus for the coming year.

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

Not Applicable

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.

Not Applicable

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$474,754.00
Total Federal Funds Provided to the School from the LEA for CSI	$130,172.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0003 - Supplemental	$39,991.00
3010 – Title 1	$185,764.00
3182 - ESSA:CSI	$130,172.00
6770 - Prop 28	$118,827.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $474,754.00

Total of federal, state, and/or local funds for this school: $474,754.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	39,991.00
3010 – Title 1	185,764.00
3182 - ESSA:CSI	130,172.00
6770 - Prop 28	118,827.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	334,624.00
2000-2999: Classified Personnel Salaries	64,159.00
3000-3999: Employee Benefits	23,947.00
4000-4999: Books And Supplies	37,524.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5900: Communications	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	10,500.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	1,229.00
3000-3999: Employee Benefits	0003 - Supplemental	2,503.00
4000-4999: Books And Supplies	0003 - Supplemental	13,759.00

5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	12,000.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	161,820.00
3000-3999: Employee Benefits	3010 – Title 1	21,444.00
5900: Communications	3010 – Title 1	2,500.00
1000-1999: Certificated Personnel Salaries	3182 - ESSA:CSI	67,242.00
2000-2999: Classified Personnel Salaries	3182 - ESSA:CSI	62,930.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	95,062.00
4000-4999: Books And Supplies	6770 - Prop 28	23,765.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	97,474.00
Goal 2	246,194.00
Goal 3	4,500.00
Goal 4	126,586.00

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table
A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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