Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Shearer School	28662666026934	May 16, 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 Shearer School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

> To create a learning environment in which all students demonstrate growth in academics and social-emotional skills. Additionally, to provide interventions that meet the needs of students who require support, and focus on building trusting relationships with students to promote school connections.

Educational Partner Involvement

How, when, and with whom did your Shearer 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 codeveloped by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

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.

> Shearer School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:
> Baseline 2022
> Overall Chronic Absenteeism - 47.2%
> English Learners - 45.9%
> Students with Disabilities - 56.8%
> White Students - 41.7%
>
> Baseline 2022
> Overall Math Scores for 2021-22 - 92.1 Points Below Standard
> English Learners - 98.5 Points Below Standard
> Students with Disabilities - 118.4 Points Below Standard
>
> Baseline 2022
> Overall ELA Scores for 2021-22 - 71.6 Points Below Standard
> English Learners scored 78.3 Points Below Standard
> Students with Disabilities 106.4 Points Below Standard
>
>
> English Learners and students with disabilities are experiencing higher levels of chronic absenteeism than our overall student population. White students are experiencing higher levels of chronic absenteeism than previously reported during the past two years.
> English Learners and students with disabilities have performed significantly below our overall students on the CAASPP in Math and ELA.
> 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.

All students were identified by the California Dashboard as below performance in ELA and Math including Hispanic Students, English Learners, Students with Disabilities and Socioeconomically Disadvantaged. English Learners were 44.3 points above standard for making progress on the California Dashboard.
Planned improvements address the needs of these student groups.

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.

NA

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 Shearer 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%		0	0
African American	0.2%	%	0.44%	1	0	2
Asian	0.2%	0.47%	0.66%	1	2	3
Filipino	0.2%	%	0.44%	1	0	2
Hispanic/Latino	91.9%	91.10%	88.08%	399	389	399
Pacific Islander	%	%	0%		0	0
White	7.4%	7.96%	9.71%	32	34	44
Multiple/No Response	%	0.47%	0.66%		2	3
			Total Enrollment	434	427	453

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	75	64	68
Grade 1	69	56	57
Grade 2	67	64	55
Grade3	64	65	62
Grade 4	84	64	64
Grade 5	75	81	60
Grade 6		33	55
Grade 7			32
Total Enrollment	434	427	453

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)	270	258		62.2%	60.4%	
Fluent English Proficient (FEP)	63	74		14.5%	17.3%	
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 3	64	67	60	0	65	57	0	65	57	0.0	97.0	95.0
Grade 4	84	63	64	0	61	62	0	61	62	0.0	96.8	96.9
Grade 5	74	82	59	0	81	57	0	81	57	0.0	98.8	96.6
Grade 6		33	56		33	54		33	54		100.0	96.4
Grade 7			32			32			32			100.0
All Grades	222	245	271	0	240	262	0	240	262	0.0	98.0	96.7

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 3		2345.	2365.		4.62	10.53		12.31	15.79		29.23	21.05		53.85	52.63
Grade 4		2392.	2388.		4.92	3.23		8.20	11.29		21.31	25.81		65.57	59.68
Grade 5		2452.	2446.		6.17	7.02		28.40	24.56		20.99	21.05		44.44	47.37
Grade 6		2460.	2439.		0.00	0.00		21.21	16.67		42.42	27.78		36.36	55.56
Grade 7			2491.			0.00			28.13			31.25			40.63
All Grades	N/A	N/A	N/A		4.58	4.58		17.92	18.32		26.25	24.81		51.25	52.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.15	5.26		52.31	63.16		41.54	31.58
Grade 4		4.92	8.06		57.38	56.45		37.70	35.48
Grade 5		7.41	12.28		61.73	59.65		30.86	28.07
Grade 6		9.09	1.85		54.55	40.74		36.36	57.41
Grade 7			3.13			62.50			34.38
All Grades		6.67	6.49		57.08	56.11		36.25	37.40

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 3		3.08	8.77		38.46	49.12		58.46	42.11
Grade 4		3.28	1.61		40.98	40.32		55.74	58.06
Grade 5		3.70	5.26		53.09	47.37		43.21	47.37
Grade 6		0.00	1.85		33.33	44.44		66.67	53.70
Grade 7			6.25			46.88			46.88
All Grades		2.92	4.58		43.33	45.42		53.75	50.00

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 3		1.54	5.26		64.62	75.44		33.85	19.30
Grade 4		4.92	3.23		67.21	62.90		27.87	33.87
Grade 5		7.41	5.26		77.78	66.67		14.81	28.07
Grade 6		12.12	5.56		69.70	68.52		18.18	25.93
Grade 7			3.13			78.13			18.75
All Grades		5.83	4.58		70.42	69.47		23.75	25.95

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 3		3.08	3.51		56.92	59.65		40.00	36.84
Grade 4		4.92	3.23		70.49	67.74		24.59	29.03
Grade 5		18.52	5.26		55.56	66.67		25.93	28.07
Grade 6		3.03	3.70		60.61	66.67		36.36	29.63
Grade 7			6.25			68.75			25.00
All Grades		8.75	4.20		60.42	65.65		30.83	30.15

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 3	64	67	60	0	65	59	0	65	59	0.0	97.0	98.3
Grade 4	84	63	64	0	63	63	0	63	63	0.0	100.0	98.4
Grade 5	74	82	59	0	82	58	0	82	58	0.0	100.0	98.3
Grade 6		33	56		33	54		33	54		100.0	96.4
Grade 7			32			32			32			100.0
All Grades	222	245	271	0	243	266	0	243	266	0.0	99.2	98.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2377.		3.08	8.47		26.15	15.25		20.00	15.25		50.77	61.02
Grade 4		2375.	2377.		0.00	0.00		4.76	4.76		22.22	33.33		73.02	61.90
Grade 5		2440.	2414.		4.88	0.00		14.63	8.62		19.51	27.59		60.98	63.79
Grade 6		2421.	2412.		0.00	1.85		3.03	7.41		30.30	22.22		66.67	68.52
Grade 7			2448.			0.00			6.25			34.38			59.38
All Grades	N/A	N/A	N/A		2.47	2.26		13.58	8.65		21.81	25.94		62.14	63.16

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 3		9.23	10.17		44.62	28.81		46.15	61.02
Grade 4		1.59	1.59		23.81	25.40		74.60	73.02
Grade 5		6.10	5.17		37.80	32.76		56.10	62.07
Grade 6		0.00	0.00		33.33	25.93		66.67	74.07
Grade 7			3.13			43.75			53.13
All Grades		4.94	4.14		35.39	30.08		59.67	65.79

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 3		7.69	11.86		44.62	33.90		47.69	54.24
Grade 4		0.00	1.59		30.16	41.27		69.84	57.14
Grade 5		4.88	0.00		48.78	37.93		46.34	62.07
Grade 6		0.00	3.70		45.45	33.33		54.55	62.96
Grade 7			0.00			65.63			34.38
All Grades		3.70	3.76		42.39	40.23		53.91	56.02

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 3		6.15	11.86		58.46	47.46		35.38	40.68
Grade 4		0.00	0.00		39.68	52.38		60.32	47.62
Grade 5		4.88	0.00		51.22	63.79		43.90	36.21
Grade 6		3.03	0.00		57.58	46.30		39.39	53.70
Grade 7			0.00			53.13			46.88
All Grades		3.70	2.63		51.03	52.63		45.27	44.74

School and Student Performance Data

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

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

ELPAC Results

Grade Level	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
K	1421.8	1427.2	1388.7	1443.0	1453.5	1399.2	1372.3	1365.5	1364.2	53	40	47
1	1439.6	1421.4	1437.9	1489.2	1449.4	1462.8	1389.6	1392.9	1412.4	46	31	28
2	1484.6	1466.7	1431.1	1505.9	1482.1	1443.3	1462.8	1450.9	1418.5	44	37	33
3	1474.2	1476.1	1471.3	1481.4	1478.8	1473.8	1466.6	1473.0	1468.5	37	39	33
4	1486.7	1507.0	1499.3	1490.5	1516.1	1493.9	1482.4	1497.5	1504.3	44	37	35
5	1512.7	1528.3	1516.7	1502.2	1528.0	1507.4	1522.9	1528.2	1525.6	33	43	30
6		1529.0	1511.7		1543.8	1505.5		1513.6	1517.2		11	24
7			1540.1			1543.7			1536.0			11
All Grades										257	238	241

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores 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
K	16.98	17.50	6.38	28.30	35.00	31.91	37.74	35.00	23.40	16.98	12.50	38.30	53	40	47
1	8.70	0.00	0.00	34.78	32.26	21.43	36.96	48.39	71.43	19.57	19.35	7.14	46	31	28
2	22.73	8.11	6.06	36.36	35.14	27.27	25.00	45.95	30.30	15.91	10.81	36.36	44	37	33
3	0.00	5.13	3.03	35.14	35.90	21.21	43.24	41.03	69.70	21.62	17.95	6.06	37	39	33
4	2.27	13.51	17.14	47.73	43.24	34.29	31.82	29.73	31.43	18.18	13.51	17.14	44	37	35
5	18.18	32.56	13.33	33.33	27.91	43.33	33.33	27.91	33.33	15.15	11.63	10.00	33	43	30
6		9.09	12.50		45.45	25.00		18.18	37.50		27.27	25.00		11	24
7			27.27			36.36			27.27			9.09			11
All Grades	11.67	13.45	9.13	35.80	35.29	29.88	34.63	36.55	40.25	17.90	14.71	20.75	257	238	241

Overall Language
Percentage of Students at Each Performance Level for All Students

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
K	24.53	32.50	14.89	37.74	42.50	23.40	26.42	15.00	25.53	11.32	10.00	36.17	53	40	47
1	60.87	22.58	14.29	28.26	48.39	53.57	6.52	19.35	32.14	4.35	9.68	0.00	46	31	28
2	54.55	27.03	15.15	27.27	43.24	42.42	13.64	21.62	21.21	4.55	8.11	21.21	44	37	33
3	16.22	23.08	15.15	51.35	41.03	45.45	18.92	25.64	30.30	13.51	10.26	9.09	37	39	33
4	31.82	40.54	34.29	38.64	40.54	40.00	22.73	10.81	14.29	6.82	8.11	11.43	44	37	35
5	30.30	46.51	20.00	45.45	39.53	60.00	12.12	11.63	16.67	12.12	2.33	3.33	33	43	30
6		27.27	20.83		45.45	50.00		18.18	20.83		9.09	8.33		11	24
7			36.36			45.45			18.18			0.00			11
All Grades	36.96	32.35	19.92	37.35	42.44	43.15	17.12	17.23	22.82	8.56	7.98	14.11	257	238	241

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
K	9.43	2.50	4.26	16.98	10.00	14.89	39.62	47.50	36.17	33.96	40.00	44.68	53	40	47
1	2.17	3.23	0.00	21.74	6.45	14.29	10.87	16.13	14.29	65.22	74.19	71.43	46	31	28
2	11.36	0.00	3.03	34.09	24.32	15.15	18.18	43.24	36.36	36.36	32.43	45.45	44	37	33
3	0.00	2.56	0.00	8.11	15.38	6.06	43.24	43.59	39.39	48.65	38.46	54.55	37	39	33
4	0.00	0.00	5.71	13.64	27.03	20.00	43.18	37.84	40.00	43.18	35.14	34.29	44	37	35
5	9.09	11.63	6.67	21.21	27.91	23.33	51.52	32.56	46.67	18.18	27.91	23.33	33	43	30
6		9.09	8.33		18.18	25.00		36.36	16.67		36.36	50.00		11	24
7			0.00			36.36			45.45			18.18			11
All Grades	5.45	3.78	3.73	19.46	18.91	17.43	33.46	37.39	34.44	41.63	39.92	44.40	257	238	241

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
K	24.53	30.00	21.28	64.15	65.00	48.94	11.32	5.00	29.79	53	40	47
1	65.22	25.81	35.71	28.26	64.52	64.29	6.52	9.68	0.00	46	31	28
2	52.27	21.62	18.18	40.91	72.97	63.64	6.82	5.41	18.18	44	37	33
3	13.51	28.21	12.12	78.38	48.72	78.79	8.11	23.08	9.09	37	39	33
4	40.91	35.14	28.57	54.55	59.46	57.14	4.55	5.41	14.29	44	37	35
5	27.27	23.26	33.33	63.64	62.79	56.67	9.09	13.95	10.00	33	43	30
6		9.09	12.50		81.82	70.83		9.09	16.67		11	24
7			36.36			45.45			18.18			11
All Grades	38.13	26.47	23.65	54.09	63.03	61.00	7.78	10.50	15.35	257	238	241

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
K	24.53	37.50	8.51	64.15	50.00	46.81	11.32	12.50	44.68	53	40	47
1	26.09	16.13	10.71	69.57	74.19	71.43	4.35	9.68	17.86	46	31	28
2	47.73	35.14	21.21	50.00	62.16	54.55	2.27	2.70	24.24	44	37	33
3	35.14	41.03	21.21	45.95	46.15	57.58	18.92	12.82	21.21	37	39	33
4	27.27	51.35	40.00	59.09	37.84	45.71	13.64	10.81	14.29	44	37	35
5	36.36	76.74	43.33	45.45	20.93	46.67	18.18	2.33	10.00	33	43	30
6		54.55	25.00		27.27	66.67		18.18	8.33		11	24
7			72.73			18.18			9.09			11
All Grades	32.30	44.96	25.73	56.81	46.22	52.70	10.89	8.82	21.58	257	238	241

| 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
K	5.66	2.50	4.26	64.15	75.00	61.70	30.19	22.50	34.04	53	40	47
1	6.52	9.68	7.14	21.74	9.68	21.43	71.74	80.65	71.43	46	31	28
2	31.82	5.41	6.06	31.82	62.16	45.45	36.36	32.43	48.48	44	37	33
3	0.00	5.13	0.00	48.65	35.90	33.33	51.35	58.97	66.67	37	39	33
4	0.00	2.70	11.43	54.55	59.46	48.57	45.45	37.84	40.00	44	37	35
5	12.12	25.58	10.00	63.64	41.86	63.33	24.24	32.56	26.67	33	43	30
6		9.09	12.50		36.36	25.00		54.55	62.50		11	24
7			9.09			63.64			27.27			11
All Grades	9.34	8.82	7.05	47.08	47.90	45.64	43.58	43.28	47.30	257	238	241

| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	24.53	10.00	12.77	33.96	37.50	36.17	41.51	52.50	51.06	53	40	47
1	0.00	3.23	0.00	65.22	54.84	71.43	34.78	41.94	28.57	46	31	28
2	11.36	0.00	9.09	72.73	75.68	48.48	15.91	24.32	42.42	44	37	33
3	0.00	2.56	9.09	67.57	82.05	75.76	32.43	15.38	15.15	37	39	33
4	0.00	8.11	17.14	72.73	64.86	60.00	27.27	27.03	22.86	44	37	35
5	3.03	13.95	13.33	81.82	72.09	63.33	15.15	13.95	23.33	33	43	30
6		9.09	16.67		72.73	70.83		18.18	12.50		11	24
7			18.18			63.64			18.18			11
All Grades	7.39	6.72	11.62	63.81	65.13	58.92	28.79	28.15	29.46	257	238	241

School and Student Performance Data

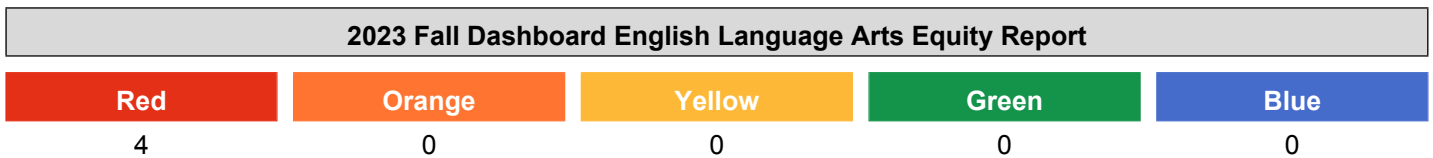## California School Dashboard
Student Population

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**
453	**89.4**	**57.4**	**0.2**
Total Number of Students enrolled in Shearer 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	260	57.4
Foster Youth	1	0.2
Homeless	23	5.1
Socioeconomically Disadvantaged	405	89.4
Students with Disabilities	61	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
Asian	3	0.7
Filipino	2	0.4
Hispanic	399	88.1
Two or More Races	3	0.7
White	44	9.7

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
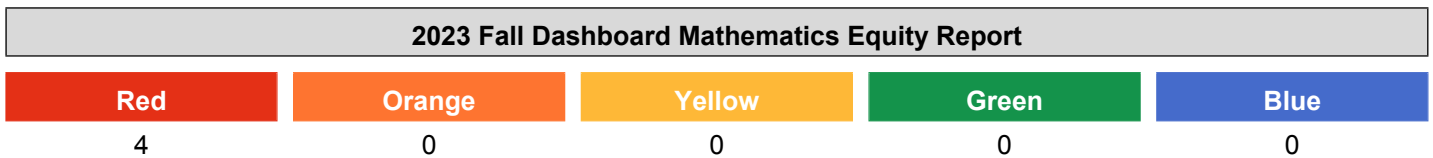### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	0	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
72.3 points below standard	91 points below standard	
Maintained -0.7 points	Decreased -12.7 points	1 Student
258 Students	179 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
105.2 points below standard	Red	Red
18 Students	78.7 points below standard	133.4 points below standard
	Decreased -5.8 points	Decreased Significantly -27 points
	240 Students	52 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

Less than 11 Students

2 Students

Hispanic

Red

80.5 points below standard

Decreased -6.6 points

236 Students

Two or More Races

Less than 11 Students

1 Student

Pacific Islander

No Performance Color

0 Students

White

5.3 points above standard

Increased Significantly +43 points

19 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

117.7 points below standard

Decreased Significantly -15.1 points

125 Students

Reclassified English Learners

29.3 points below standard

Decreased -5.8 points

54 Students

English Only

37.3 points below standard

Increased Significantly +30.6 points

49 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.

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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 Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	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
104.8 points below standard	119.9 points below standard	
Decreased -12.7 points	Decreased Significantly -21.4 points	1 Student
258 Students	179 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
135.1 points below standard	Red	Red
18 Students	110.5 points below standard	165.5 points below standard
	Decreased Significantly -16.3 points	Decreased Significantly -47.1 points
	240 Students	52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

0 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

Less than 11 Students

2 Students

Hispanic

Red

109.9 points below standard

Decreased Significantly - 16.2 points

236 Students

Two or More Races

Less than 11 Students

1 Student

Pacific Islander

No Performance Color

0 Students

White

63.1 points below standard

Increased +4.4 points

19 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

141.2 points below standard

Decreased Significantly -23.1 points

125 Students

Reclassified English Learners

70.8 points below standard

Decreased Significantly -17.2 points

54 Students

English Only

80.5 points below standard

Increased +4.9 points

49 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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
Orange
44.3% making progress towards English language proficiency
Number of EL Students: 183 Students
Performance Level: 2
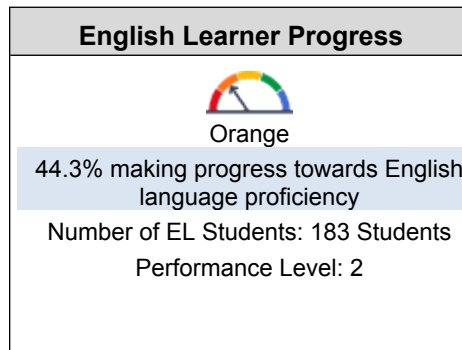
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
49	53	0	81

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.

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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 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.

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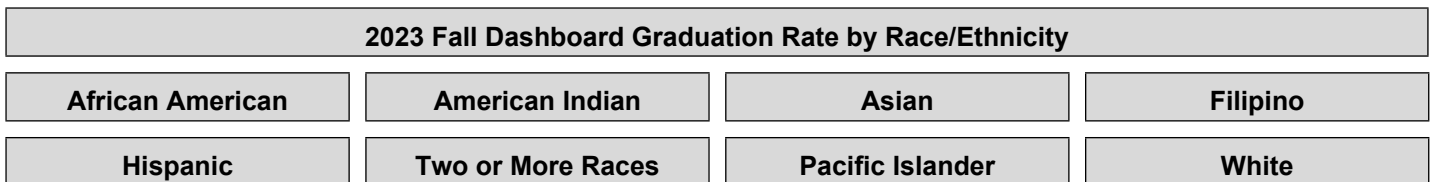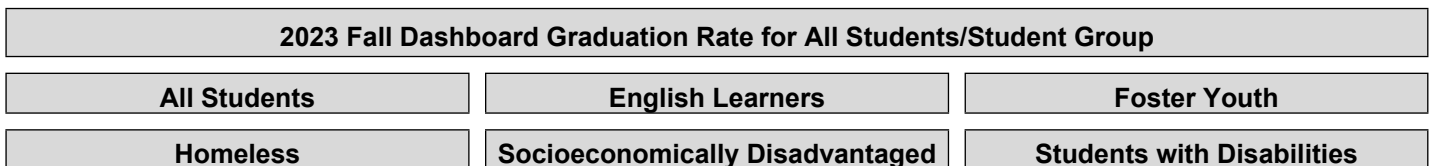
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
36.6% Chronically Absent	39.3% Chronically Absent	
Declined Significantly -10.5	Declined Significantly -6.6	1 Student
467 Students	275 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
58.6% Chronically Absent	Yellow	Orange
Increased 22.3	36.3% Chronically Absent	42% Chronically Absent
29 Students	Declined Significantly -10.2	Declined -14.8
	427 Students	81 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
2 Students	0 Students	3 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Orange
36.4% Chronically Absent	4 Students	0 Students	36.4% Chronically Absent
Declined Significantly -10.6			Declined -5.3
412 Students			44 Students

School and Student Performance Data

Academic Engagement
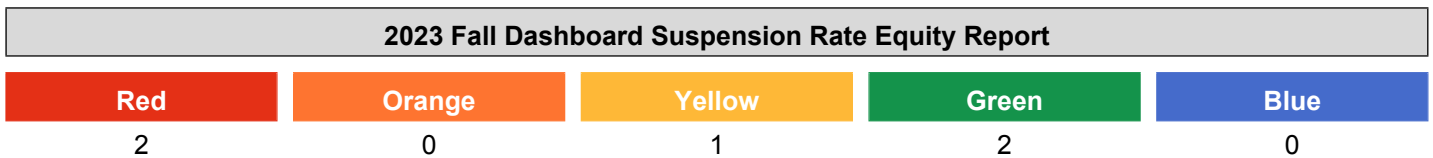### Graduation Rate

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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.

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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 Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	0	1	2	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
Yellow	Green	Less than 11 Students
2.1% suspended at least one day	1.1% suspended at least one day	1 Student
Maintained 0.1	Declined Significantly -1.9	
478 Students	280 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Yellow	Red
Maintained 0	2.1% suspended at least one day	7.2% suspended at least one day
29 Students	Maintained -0.2	Increased 4.6
	436 Students	83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
2 Students	0 Students	3 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	Less than 11 Students	No Performance Color	Red
1.2% suspended at least one day	4 Students	0 Students	8.9% suspended at least one day
Declined Significantly -1			Increased 8.9
422 Students			45 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: All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

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 School Dashboard Math Results	22-23 California School Dashboard All Students scored 104.8 Points Below Standard English Learners scored 119.9 Points Below Standard Socioeconomically Disadvantaged scored :110.5 Points Below Standard Students with Disabilities scored 165.5 Points Below Standard	By June 2025, increase CAASPP, STAR and FIA performance scores in Math for All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities by 10%. Reduce Points Below Standard in each category by 10 points on California Dashboard for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
California School Dashboard ELA Results	22-23 California School Dashboard All Students scored 72.3 Points Below Standard English Learners scored 91 Points Below Standard Socioeconomically Disadvantaged scored :78.7 Points Below Standard Students with Disabilities scored 133.4 Points Below Standard	By June 2025, increase CAASPP, STAR, FIA and District Writing Assessment scores in English Language Arts for All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities by 10% Reduce Points Below Standard in each category by 10 points on California Dashboard for English Learners,

		Socioeconomically Disadvantaged, and Students with Disabilities
CAASPP Math Results	22-23 CAASPP Math Results: All Students scored 10.91% Met or Exceeded Math Standard	By June 2025, Increase CAASPP Met or Exceeded Math Standard by 10%
CAASPP ELA Results	22-23 CAASPP ELA Results: All Students scored 22.9% Met or Exceeded ELA Standard	By June 2025, Increase CAASPP Met or Exceeded ELA Standard by 10%
STAR Math Results	23-24 STAR Math Winter Results: All students scored 24.2% At or Above Benchmark	By June 2025, Increase Math STAR Winter Scores by 10%
STAR ELA Results	23-24 STAR ELA Winter Results: All students scored 31.1% At or Above Benchmark	By June 2025, Increase Reading STAR Winter Scores by 10%

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	A. Students will use California Standards-aligned adopted materials daily in English language Arts, Math, and English Language Development. B. Provide supplementary English Language Development through online learning programs D. Instructional assistants and intervention teachers will provide small group instruction support in ELA, Math, and ELD for All learners including English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities E Teachers and Instructional assistants will be provided with ongoing support and training for small group instruction, and track student progress through data cycles (learning sprints). F. Continue professional learning and conferences in ELA, Math and ELD scaffolding and Integrated ELD G. Teacher/grade level collaboration time to plan instructional strategies by providing substitute release time for instructional planning H.. Books and instructional supplies to support instructional practices. I. School counselor will assist in periodic student check ins for academic and social emotional support J. Maintenance Agreements, Technology, and Postage for Office K. Community Liaison will communicate with families regarding academic support and progress L. Before or after school intervention classes will be offered to students performing in the Urgent and Intervention categories on STAR testing	All students will use California Standards-aligned adopted materials daily in English Language Arts (ELA), Math, and English Language Development (ELD). All students not meeting proficiency in ELA, Math, and ELD will have targeted small group instruction connected to ongoing formative and summative assessments in Benchmark ELA, Bridges Math, and Benchmark ELD. All English Learners will receive leveled English Language Development (ELD) instruction focused on reading, writing, listening, and speaking skills necessary to meet proficiency benchmarks in ELA and ELD. Academic interventions will be provided for students who need additional support including English Learners,	118240 3010 – Title 1 1000-1999: Certificated Personnel Salaries 83803 3010 – Title 1 2000-2999: Classified Personnel Salaries 15846 3010 – Title 1 5800: Professional/Consulting Services And Operating Expenditures

	M. Presenters and Consultants to support and motivate all students including English Learners, students with disabilities and socio economically disadvantaged students to improve academic performance and build social emotional skills	Socioeconomically Disadvantaged Students, and Students with Disabilities in order to succeed academically in ELA, Math, and ELD. Teachers will participate in ongoing data cycles to monitor the progress of all learners.	
1.3			
1.4			
1.5			
1.6			
1.7			

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.

The California Dashboard ELA overall score declined slightly by 0.7 points from 21-22 to 22-23. The Math overall score declined by 12.7 points.

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

Supplemental funding will be provided to fund before or after school Intervention Classes to improve California Dashboard results in ELA and Math for all 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.

Before and after school intervention classes will be offered to students performing in the Urgent Intervention category on STAR testing

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: English Learners have performed below standard in Math and Reading according to California Dashboard in 2023

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	2023 California School Dashboard Baseline Data: 44.3% making progress towards English language proficiency by one level (ELPI)	By June 2025, we will increase the number of TK-8 EL students who have increased by one level (ELPI) by 10%.
STAR Reading	Winter 2024 Data: 6.5% of English Learners scored At or Above compared to the district benchmark level in STAR reading	By Winter 2025, we will increase the percentage of English Learners scoring At or Above the district benchmark level in STAR reading
STAR Math	Winter 2024 Data: 24.2% of English Learners Scored At or Above compared to the district benchmark level in STAR Math	By Winter 2025, we will increase the percentage of English Learners scoring At or Above the district benchmark level in STAR Math

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	A. Community Liaison will work with teachers and staff to communicate student academic progress to families of English Learners B. Provide supplementary ELD instruction through computer programs, interventions, and after school programs	English Learners will be provided with targeted small group instruction connected to ongoing formative and summative assessments in	10984 0003 - Supplemental 1000-1999: Certificated Personnel Salaries 4611

	C. Unpack ELA/ELD Framework training and coaching by Academic Interventionist and/or consultant D. Instructional assistants and intervention teacher will provide small group instruction support in ELA, Math, and ELD for English Learners E. Teachers and Instructional assistants will be provided with ongoing support for small group instruction, and track student progress through data cycles (learning sprints) F. Continue professional learning in ELD scaffolding, Bridges Benchmark ELA, Integrated ELD, and other needed content areas. G. Provide ongoing professional development to teachers and other support staff H. Provide parent communication and knowledge through parent meetings to share English Learner performance data I. Collaborate with Parent University to offer parent classes to increase parent knowledge/capacity of English Learner needs. J. Focused ELD instruction for English Learners and Students with Disabilities who are English Learners during ELD instructional time. K. Supplemental materials will be used to support all students including English Learners. L. After school and During School Day intervention classes for available for All students	Benchmark ELA and Benchmark ELD intervention materials and math. All English learners will receive leveled English Language Development (ELD) instruction focused on reading, writing, listening, and speaking skills necessary to meet proficiency benchmarks in ELA and ELD. Academic interventions will be provided for English Learners who need additional support.	3010 – Title 1 4000-4999: Books And Supplies Supplies for English Learner before or After School Classes
1.5			
1.7			
1.8			
1.9			

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.

The strategies have maintained ELPI levels when comparing 2022 data to 2023 data according to the California Dashboard Data

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

No major changes

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.

STAR Reading District Benchmark Performance Data has been added for Goal 2 in SPSA for 24-25

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
Chronic Absenteeism Rates	Baseline 2023-2024 Overall Chronic Absenteeism - 29.5% (May 2024)	By June 2025, we will reduce chronic absenteeism by 10% for all students.
CAASPP MATH	Baseline 2022-2023 Exceeded or Met Standard - 10.91%	By June of 2025, we will increase percentage of all students scoring Exceeded and Met Standard in Math by 10%
STAR Assessment Data	Winter 2024 Data: 6.5% of English Learners scored At or Above compared to the district benchmark level in STAR reading Winter 2024 Data 24.2% of English Learners scored At or Above district benchmark level in Math	By June 2025, we will increase the percentage of English Learners who score At or Above the district benchmark for STAR reading and math by 10%
California Dashboard Data	2022-2023 California School Dashboard Baseline Data: 44.3% making progress towards English language proficiency by one level (ELPI)	By June 2025, we will increase the number of students who increase their ELPI at least one level by 10%
CAASPP English Language Arts	Baseline 2022-2023 Exceeded or Met Standard - 22.88%	By June of 2025, we will increase percentage of all students scoring

| | | | Exceeded and Met Standard in ELA by 10% |

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	A. Family Resource Center will provide additional assistance in connecting with families that need support in attendance and academic support B. Continued implementation of Multi-Tiered System of Support (MTSS) model for Student Study Teams to address academic needs, social emotional needs, and chronic absenteeism C. Principal and school counselor will assist staff in providing wellness activities to students at no additional cost to the district D. Provide translation services for parents at ELAC and SSC meetings E. Parent communication and outreach from Community Liaison and principal to increase parent participation in ELAC and SSC F. Social worker and counselor will provide support to parents through a Parent University class about the importance of regular school attendance. G. All teachers will communicate with families the academic progress of their students H. School performance data and attendance will be shared with members of the School Site Council and ELAC at meetings throughout the year. I. Instructional supplies to support academic programs to build student engagement/regular attendance. J. Staff will continue to use restorative practices, Toolbox Lessons, Second Step Lessons, and Monthly focus on Character Trait development.	All students	4169 0003 - Supplemental 4000-4999: Books And Supplies Instructional supplies to support SEL programs to build student academic engagement and performance in ELA and Math 2739 0003 - Supplemental 2000-2999: Classified Personnel Salaries Extra funds to assist staff in communicating to families about attendance, academics, and ELD progress
1.2			

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.

Overall Chronic Absenteeism declined by 7.2% in 2024 according to district data as of April 2024. English Learners' 2024 Winter STAR math scores increased by 2.3% over 22-23. English Learners' 2024 Winter STAR Reading scores increased by 0.4% over 22-23.

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

No major changes

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.

No major changes

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:

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
SDQ Data	2023-2024 SDQ Results	By June 2025, at least 90% of ALL students will complete the SDQs.
Teachers That Have Access to Tool Box Training and Instructional Materials	2023-2024 Results 100% of teachers have access to Toolbox training and materials	By June 2025, 100% of our teachers will have access to Toolbox training and materials to develop social emotional learning
Chronic Absenteeism Data (Aeries Analytics) and California Dashboard Metrics	Baseline 2023-2024 (as of May 2024) All Students 27.0% English Learners - 27.3% Students with Disabilities - 27.3% White Students - 25%	By June 2025, we will decrease the number of students chronically absent by 10% in the California School Dashboard and Aeries Analytics for all students

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	A. Family Resource Center will provide additional assistance in connecting with families that need support in attendance. B. Continued implementation of Multi-Tiered System of Support (MTSS) model for Student Study Teams. C. Ongoing professional learning for staff in the MTSS model.	Students will receive regular socio-emotional instruction and Positive Behavioral Interventions and Supports (PBIS), Tool Box (SEL), Second Step, and character trait	1795 3010 – Title 1 None Specified Parent Engagement

		D. Principal and school counselor will assist staff in providing wellness activities to students at no additional cost to the district. E. Ongoing support in Restorative Practices from school counselor and principal. F. Parent communication and outreach from Community Liaison, office staff, and Family Resource Center. G. Social worker/counselor will provide support to parents through a Parent University class. H. All teachers will use Tool Box and Second Step to help deliver appropriate Socio-emotional learning in the classroom and non-classroom areas. I. Supplemental materials and supplies will be used to support ALL students including English Learners, Students with Disabilities and White students. J. Additional resources may be used to provide after-school interventions for ALL students. K. All students will participate in Arts related activities/classes connected to Proposition 28 L. Materials and other items related parent engagement to increase student engagement	lessons throughout the year. Additionally, parents will receive information on the importance of regular school attendance.	
1.2		A. Personnel to implement Prop 28 Art and Music program for all students B. Materials to be provided to support Prop 28 Art and Music program		64763 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Prop 28 Arts/Music enrichment teacher
1.3				
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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$306,950.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

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	$17,892.00
3010 – Title 1	$224,295.00
6770 - Prop 28	$64,763.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $306,950.00

Total of federal, state, and/or local funds for this school: $306,950.00

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	17,892.00
3010 – Title 1	224,295.00
6770 - Prop 28	64,763.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	193,987.00
2000-2999: Classified Personnel Salaries	86,542.00
4000-4999: Books And Supplies	8,780.00
5800: Professional/Consulting Services And Operating Expenditures	15,846.00
None Specified	1,795.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	10,984.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	2,739.00
4000-4999: Books And Supplies	0003 - Supplemental	4,169.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	118,240.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	83,803.00

4000-4999: Books And Supplies	3010 – Title 1	4,611.00
5800: Professional/Consulting Services And Operating Expenditures	3010 – Title 1	15,846.00
None Specified	3010 – Title 1	1,795.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	64,763.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	217,889.00
Goal 2	15,595.00
Goal 3	6,908.00
Goal 4	66,558.00

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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