



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Glen Edwards Middle School	31-66951-0000000	November 7, 2024	November 14, 2023

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 Glen Edwards Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The objective of this plan is to address the complete spectrum of our students' learning requirements, whether within

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

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# Plan Description

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

This plan is being used by Glen Edwards Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The objective of this plan is to address the complete spectrum of our students' learning requirements, whether within

To meet the goals of ESSA we as a school are continuing to focus on interventions, relationships, and safety for all students. These goals are in alignment with our LCAP. We work with the funds that are granted by both the state and federal governments to meet the learning needs of our students.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council typically convenes on the third Thursday of most months. In the process of creating the School Site Plan and fostering engagement, two meetings were organized. The initial meeting took place on September 19th, during which ideas for annual expenditures were discussed. At this gathering, suggestions and input were collected to shape the site plan. The team reached a consensus to proceed with the plan, and no concerns were raised during the meeting. However, topics to address for the remainder of the year were deliberated. A second meeting was conducted on October 22th, primarily dedicated to the development of the plan, allowing members to provide their feedback or express any concerns they might have. Furthermore, the Site Plan is presented at the annual ELAC meeting, which is held in person on the third Thursday of most months.

# 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.

None at this time.

# 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.

In English Language Arts English Learners and Students with Disabilities are scoring in the red, Hispanic, Socioeconomically Disadvantaged, and White scored in the Orange. For Mathematics English Learners scored in the red, Hispanic and Students with Disabilities scored in the Orange.

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.

English Learners were two performance bands lower than all students in Mathematics

## Other Needs

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

iReady and ALEKS data comes in lower for these subgroups as well. GEMS needs to continue to build the culture around supporting student progress through increasing the rigor for all students, while supporting subgroups as needed.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.87%	0.26%	0.38%	7	2	3
African American	1.61%	2.6%	2.13%	13	20	17
Asian	2.11%	1.56%	2.38%	17	12	19
Filipino	1.99%	2.6%	0.88%	16	20	7
Hispanic/Latino	43.55%	44.81%	44.36%	351	345	354
Pacific Islander	0.62%	0.26%	0.38%	5	2	3
White	46.28%	42.73%	43.36%	373	329	346
Multiple/No Response	2.85%	4.55%	5.64%	23	35	45
<b>Total Enrollment</b>				806	770	798

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	285	247	263
Grade 7	245	278	247
Grade 8	276	245	288
<b>Total Enrollment</b>	806	770	798

#### Conclusions based on this data:

1. There was a slight decrease in enrollment in the 2022-2023 school year. However, the 2023-2024 school year has shown growth in enrollment since then.
2. The student demographic breakdown (by ethnicity) has remained consistent over the last three years.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	117	98	90	14.1%	14.5%	11.3%
Fluent English Proficient (FEP)	113	118	110	14.0%	14.0%	13.8%
Reclassified Fluent English Proficient (RFEP)				13.7%		

### Conclusions based on this data:

1. We have seen a slight decrease in English learners from 21-22 to the 23-24 school year.
2. We have seen a stable number of FEP students from the 21-22 to the 23-24 school year.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	282	251	269	276	243	264	275	243	264	97.9	96.8	98.1
Grade 7	241	265	242	235	260	235	235	260	235	97.5	98.1	97.1
Grade 8	271	235	282	262	229	269	261	229	268	96.7	97.4	95.4
All Grades	794	751	793	773	732	768	771	732	767	97.4	97.5	96.8

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2521.	2483.	2520.	14.91	8.64	15.53	33.09	23.05	33.33	28.36	25.93	25.38	23.64	42.39	25.76
Grade 7	2528.	2533.	2523.	11.91	10.77	8.94	29.79	34.23	33.62	26.38	25.00	22.55	31.91	30.00	34.89
Grade 8	2579.	2541.	2541.	19.16	10.92	13.43	37.55	28.82	29.48	26.44	30.57	28.36	16.86	29.69	28.73
All Grades	N/A	N/A	N/A	15.43	10.11	12.78	33.59	28.83	32.07	27.11	27.05	25.55	23.87	34.02	29.60

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 6	22.18	9.05	17.42	58.18	55.97	56.44	19.64	34.98	26.14	
Grade 7	11.91	18.08	19.15	65.11	61.92	56.60	22.98	20.00	24.26	
Grade 8	24.52	14.41	15.67	57.85	56.77	54.85	17.62	28.82	29.48	
All Grades	19.84	13.93	17.34	60.18	58.33	55.93	19.97	27.73	26.73	



<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	11.31	4.53	13.64	58.39	48.97	51.14	30.29	46.50	35.23
<b>Grade 7</b>	15.32	13.46	12.34	53.62	55.38	53.62	31.06	31.15	34.04
<b>Grade 8</b>	20.00	14.85	12.36	60.00	51.53	54.31	20.00	33.62	33.33
<b>All Grades</b>	15.47	10.93	12.79	57.48	52.05	53.00	27.05	37.02	34.20

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	13.82	9.47	15.91	74.55	68.31	73.11	11.64	22.22	10.98
<b>Grade 7</b>	13.62	12.31	7.23	75.74	70.77	78.72	10.64	16.92	14.04
<b>Grade 8</b>	19.54	11.35	15.30	70.88	71.62	69.40	9.58	17.03	15.30
<b>All Grades</b>	15.69	11.07	13.04	73.67	70.22	73.53	10.64	18.72	13.43

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	17.82	8.23	18.56	69.09	69.96	67.80	13.09	21.81	13.64
<b>Grade 7</b>	15.74	16.92	14.89	63.40	60.38	62.98	20.85	22.69	22.13
<b>Grade 8</b>	23.37	13.97	15.30	67.05	68.56	68.66	9.58	17.47	16.04
<b>All Grades</b>	19.07	13.11	16.30	66.67	66.12	66.62	14.27	20.77	17.08

**Conclusions based on this data:**

1. After a decline in proficiency rates in 22-23 we have seen a slight rise
2. 37% of 7th Grade student have not met ELA Standards, down from 42% of 6th grade has not met English Language Arts/Literacy standards.
3. 45% of all grades met or exceeded English Language Arts/Literacy standards

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	282	251	269	271	243	264	270	243	264	96.1	96.8	98.1
Grade 7	241	265	242	236	262	234	236	262	234	97.9	98.9	96.7
Grade 8	271	235	282	259	231	268	259	231	268	95.6	98.3	95
All Grades	794	751	793	766	736	766	765	736	766	96.5	98.0	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2519.	2499.	2513.	15.19	11.52	16.67	21.48	19.75	21.21	35.56	30.86	29.17	27.78	37.86	32.95
Grade 7	2492.	2530.	2512.	8.47	17.18	13.68	13.98	17.94	19.23	30.51	30.92	26.92	47.03	33.97	40.17
Grade 8	2532.	2518.	2525.	16.99	9.96	16.79	13.13	14.29	12.31	26.25	32.03	26.12	43.63	43.72	44.78
Grade 11															
All Grades	N/A	N/A	N/A	13.73	13.04	15.80	16.34	17.39	17.49	30.85	31.25	27.42	39.08	38.32	39.30

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	14.07	11.93	16.29	59.63	48.56	51.52	26.30	39.51	32.20
<b>Grade 7</b>	10.17	17.18	15.38	42.80	47.71	44.44	47.03	35.11	40.17
<b>Grade 8</b>	16.22	10.82	14.18	49.42	51.95	44.78	34.36	37.23	41.04
<b>Grade 11</b>									
<b>All Grades</b>	13.59	13.45	15.27	50.98	49.32	47.00	35.42	37.23	37.73

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	12.59	11.52	14.77	57.04	51.85	53.79	30.37	36.63	31.44
<b>Grade 7</b>	6.78	17.18	12.82	54.66	53.82	55.13	38.56	29.01	32.05
<b>Grade 8</b>	13.90	9.52	13.81	56.37	54.98	56.72	29.73	35.50	29.48
<b>All Grades</b>	11.24	12.91	13.84	56.08	53.53	55.22	32.68	33.56	30.94

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 6</b>	13.33	8.23	10.98	68.89	62.55	63.64	17.78	29.22	25.38
<b>Grade 7</b>	8.90	14.89	9.83	61.44	65.65	70.09	29.66	19.47	20.09
<b>Grade 8</b>	11.58	11.26	12.69	61.39	57.58	66.04	27.03	31.17	21.27
<b>All Grades</b>	11.37	11.55	11.23	64.05	62.09	66.45	24.58	26.36	22.32

**Conclusions based on this data:**

1. There was growth in the percentage of 6th and 8th grade students meeting or exceeding the standard, with for a minor decrease in 7th grade
2. 33% of students met or exceeded Mathematic standards
3. Problem Solving had the largest percentage of student Below Standard

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1536.1	1529.0	1525.4	1542.3	1536.4	1516.4	1529.4	1521.2	1533.9	32	25	29
7	1541.1	1539.6	1547.5	1551.1	1541.3	1560.0	1530.6	1537.4	1534.5	37	27	24
8	1553.3	1555.9	1545.7	1562.9	1554.0	1539.3	1543.4	1557.2	1551.4	26	31	25
<b>All Grades</b>										95	83	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	21.88	12.00	13.79	46.88	56.00	51.72	18.75	20.00	20.69	12.50	12.00	13.79	32	25	29
7	16.22	22.22	37.50	43.24	40.74	29.17	24.32	22.22	25.00	16.22	14.81	8.33	37	27	24
8	34.62	29.03	28.00	19.23	38.71	44.00	42.31	25.81	8.00	3.85	6.45	20.00	26	31	25
<b>All Grades</b>	23.16	21.69	25.64	37.89	44.58	42.31	27.37	22.89	17.95	11.58	10.84	14.10	95	83	78

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	59.38	36.00	31.03	25.00	40.00	44.83	9.38	20.00	6.90	6.25	4.00	17.24	32	25	29
7	48.65	44.44	62.50	29.73	29.63	12.50	10.81	11.11	16.67	10.81	14.81	8.33	37	27	24
8	38.46	38.71	40.00	42.31	32.26	36.00	19.23	22.58	4.00	0.00	6.45	20.00	26	31	25
<b>All Grades</b>	49.47	39.76	43.59	31.58	33.73	32.05	12.63	18.07	8.97	6.32	8.43	15.38	95	83	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>6</b>	3.13	0.00	6.90	18.75	24.00	37.93	62.50	44.00	31.03	15.63	32.00	24.14	32	25	29
<b>7</b>	5.41	11.11	0.00	29.73	14.81	16.67	43.24	55.56	62.50	21.62	18.52	20.83	37	27	24
<b>8</b>	7.69	19.35	4.00	30.77	32.26	44.00	38.46	32.26	28.00	23.08	16.13	24.00	26	31	25
<b>All Grades</b>	5.26	10.84	3.85	26.32	24.10	33.33	48.42	43.37	39.74	20.00	21.69	23.08	95	83	78

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
<b>6</b>	15.63	20.00	6.90	68.75	72.00	79.31	15.63	8.00	13.79	32	25	29	
<b>7</b>	10.81	14.81	20.83	64.86	66.67	62.50	24.32	18.52	16.67	37	27	24	
<b>8</b>	19.23	9.68	36.00	65.38	67.74	52.00	15.38	22.58	12.00	26	31	25	
<b>All Grades</b>	14.74	14.46	20.51	66.32	68.67	65.38	18.95	16.87	14.10	95	83	78	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
<b>6</b>	78.13	48.00	58.62	15.63	48.00	27.59	6.25	4.00	13.79	32	25	29	
<b>7</b>	78.38	70.37	70.83	10.81	14.81	20.83	10.81	14.81	8.33	37	27	24	
<b>8</b>	57.69	74.19	52.00	42.31	19.35	24.00	0.00	6.45	24.00	26	31	25	
<b>All Grades</b>	72.63	65.06	60.26	21.05	26.51	24.36	6.32	8.43	15.38	95	83	78	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
<b>6</b>	6.25	0.00	6.90	37.50	28.00	51.72	56.25	72.00	41.38	32	25	29	
<b>7</b>	8.11	14.81	8.33	59.46	44.44	50.00	32.43	40.74	41.67	37	27	24	
<b>8</b>	11.54	29.03	12.00	30.77	38.71	52.00	57.69	32.26	36.00	26	31	25	
<b>All Grades</b>	8.42	15.66	8.97	44.21	37.35	51.28	47.37	46.99	39.74	95	83	78	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>6</b>	9.38	28.00	20.69	81.25	60.00	72.41	9.38	12.00	6.90	32	25	29
<b>7</b>	2.70	11.11	4.17	86.49	66.67	87.50	10.81	22.22	8.33	37	27	24
<b>8</b>	7.69	9.68	8.00	88.46	80.65	84.00	3.85	9.68	8.00	26	31	25
<b>All Grades</b>	6.32	15.66	11.54	85.26	69.88	80.77	8.42	14.46	7.69	95	83	78

**Conclusions based on this data:**

1. We continue to growth in the percentage of Level 4 students in Overall assessment data.
2. We are showing a higher need in reading and written language.

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>770</b>	<b>44.5</b>	<b>12.7</b>	<b>0.4</b>
Total Number of Students enrolled in Glen Edwards Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	12.7
Foster Youth	3	0.4
Homeless	7	0.9
Socioeconomically Disadvantaged	343	44.5
Students with Disabilities	92	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	2.6
American Indian	2	0.3
Asian	12	1.6
Filipino	20	2.6
Hispanic	345	44.8
Two or More Races	35	4.5
Pacific Islander	2	0.3
White	329	42.7

**Conclusions based on this data:**

1. 44.5% of our student population identify as socioeconomically disadvantaged.
2. 12.7% of our population are English Language Learners.
3. 11.9% of our students qualify for special education services.



# School and Student Performance Data

## Overall Performance

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

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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.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Glen Edwards Middle School is presenting Orange performance in English Language Arts.
2. Glen Edwards Middle School is presenting Yellow in Suspension Rate, Mathematics and Chronic Absenteeism.
3. Glen Edwards Middle School is presenting Green English Learner Progress.



# School and Student Performance Data

## Academic Performance English Language Arts

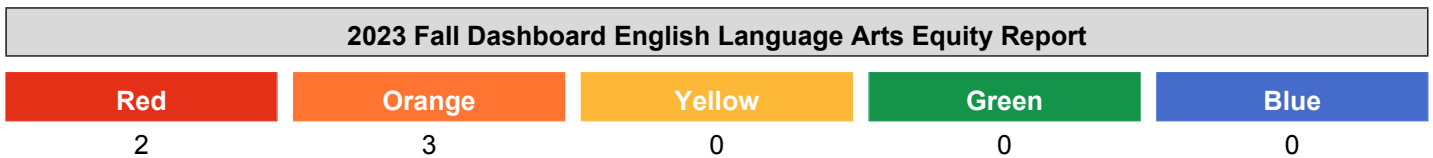
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 28.6 points below standard Decreased Significantly -22.3 points 699 Students	<b>English Learners</b>  Red 81.8 points below standard Decreased Significantly -25.4 points 133 Students	<b>Foster Youth</b> Less than 11 Students 6 Students
<b>Homeless</b> 109.1 points below standard 16 Students	<b>Socioeconomically Disadvantaged</b>  Orange 47.9 points below standard Decreased Significantly -21.8 points 311 Students	<b>Students with Disabilities</b>  Red 114.1 points below standard Decreased -10.7 points 83 Students

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

African American	American Indian	Asian	Filipino
28.8 points below standard Decreased -3.9 points 15 Students	Less than 11 Students 2 Students	Less than 11 Students 10 Students	46.7 points above standard Increased +10.6 points 17 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.8 points below standard Decreased Significantly -25 points 320 Students	26.5 points below standard Decreased -12.3 points 33 Students	Less than 11 Students 2 Students	 Orange 16.4 points below standard Decreased Significantly - 20.3 points 297 Students

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

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

Current English Learner	Reclassified English Learners	English Only
123.7 points below standard Decreased Significantly -20.8 points 74 Students	29.3 points below standard Decreased Significantly -27.7 points 59 Students	20.1 points below standard Decreased Significantly -23.1 points 495 Students

**Conclusions based on this data:**

- In 2023 Glen Edwards Middle School showed Significant Decrease in all measurable subgroups except Students with Disabilities which had Decrease
- In 2023 Glen Edwards Middle School's students with disabilities scored 114.1 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

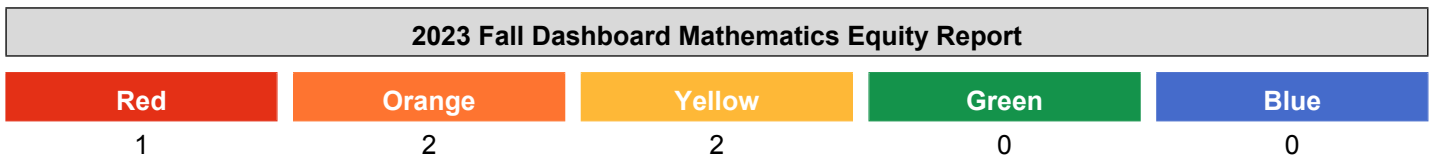
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 48.4 points below standard Increased +4 points 702 Students	<b>English Learners</b>  Red 105.6 points below standard Maintained +2 points 133 Students	<b>Foster Youth</b> Less than 11 Students 6 Students
<b>Homeless</b> 123.5 points below standard 16 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 68.4 points below standard Increased +8.4 points 311 Students	<b>Students with Disabilities</b>  Orange 121.4 points below standard Increased Significantly +22.7 points 84 Students

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

African American	American Indian	Asian	Filipino
<p>87.2 points below standard</p> <p>Decreased Significantly - 23.9 points</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>3.5 points above standard</p> <p>Increased Significantly +44.1 points</p> <p>17 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>74.8 points below standard</p> <p>Maintained +1.2 points</p> <p>320 Students</p>	<p>23 points below standard</p> <p>Increased Significantly +56.5 points</p> <p>33 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>Yellow</p> <p>26.7 points below standard</p> <p>Increased +4.6 points</p> <p>300 Students</p>

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

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

Current English Learner	Reclassified English Learners	English Only
<p>143.1 points below standard</p> <p>Increased +3.7 points</p> <p>74 Students</p>	<p>58.6 points below standard</p> <p>Maintained +2.9 points</p> <p>59 Students</p>	<p>36.7 points below standard</p> <p>Maintained +2.4 points</p> <p>498 Students</p>

#### Conclusions based on this data:

1. Glen Edwards Middle School Maintained or showed Increases across all subgroups for Math
2. Glen Edwards Middle School's students with disabilities increased 22.7 points.
3. English Language Learners were the only subgroup in Red

# School and Student Performance Data

## Academic Performance English Learner Progress

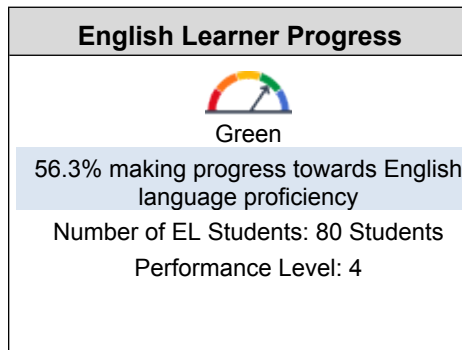
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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
7	28	2	43

#### Conclusions based on this data:

1. 91.25% of our students maintained or progressed at least one ELPI level.
2. 7 of Glen Edwards Middle School students decreased.

# 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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This section provides number of student groups in each level.





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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 20.8% Chronically Absent Declined Significantly -7.3 799 Students	<b>English Learners</b>  Red 25.2% Chronically Absent Maintained -0.4 107 Students	<b>Foster Youth</b> Less than 11 Students 8 Students
<b>Homeless</b> 37.5% Chronically Absent 0 24 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 27.6% Chronically Absent Declined Significantly -7.8 377 Students	<b>Students with Disabilities</b>  Orange 25.7% Chronically Absent Declined -19.7 101 Students



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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>23.8% Chronically Absent</p> <p>Declined -13.7</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>28.6% Chronically Absent</p> <p>Increased 0.8</p> <p>14 Students</p>	<p>10.5% Chronically Absent</p> <p>Declined -6.1</p> <p>19 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Yellow</p> <p>22.2% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>361 Students</p>	<p>26.2% Chronically Absent</p> <p>Declined -13.8</p> <p>42 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Yellow</p> <p>18.8% Chronically Absent</p> <p>Declined Significantly -8.6</p> <p>336 Students</p>

**Conclusions based on this data:**

1. 21% of Glen Edwards Middle School Students are Chronically Absent
2. Reduction from 28% Chronically Absent from prior year

# School and Student Performance Data

## Conditions & Climate Suspension Rate

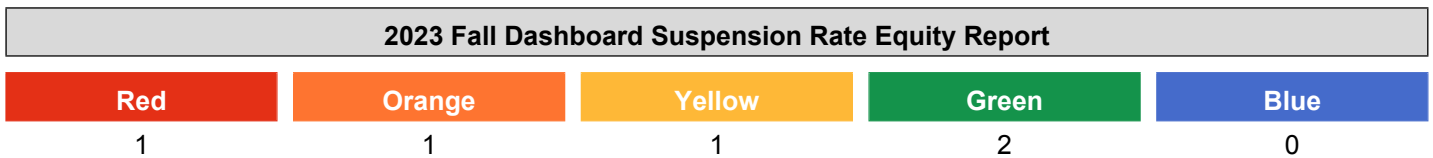
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 9.1% suspended at least one day Declined -0.5 817 Students	 Green 2.8% suspended at least one day Declined -6.8 108 Students	Less than 11 Students 8 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
16% suspended at least one day 25 Students	 Yellow 10.7% suspended at least one day Declined -0.6 383 Students	 Red 17.5% suspended at least one day Increased 8.7 103 Students

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

African American	American Indian	Asian	Filipino
<p>38.1% suspended at least one day</p> <p>Increased 20.4 21 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p>5.3% suspended at least one day</p> <p>Increased 5.3 19 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>6.8% suspended at least one day</p> <p>Declined -2.3 367 Students</p>	<p>4.7% suspended at least one day</p> <p>Declined -7.3 43 Students</p>	<p>Less than 11 Students 3 Students</p>	 <p>Orange</p> <p>10.7% suspended at least one day</p> <p>Maintained 0.2 347 Students</p>

**Conclusions based on this data:**

1. Glen Edwards Middle School holds a high suspension rate for all all student, Yellow
2. Subgroups rate either Maintained or Declined, except for Students with Disabilities

# 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.

#### College & Career Readiness

Improve Academic Achievement in all areas

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school college and 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.

Improve proficiency on SBAC, CASPP testing in ELA and Math. Increase CASPP scores for Science in 8th grade. Increase the number of students who reclassify through the ELPAC.

### 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
SBAC and iReady data will be utilized for reading to determine student growth and students academic needs. This data will be used to identify which students need intensive interventions throughout the day. We will also use this data to compare how students did on last year's SBAC to determine targeted instructional supports for the students.	29.36% of all students are below standard in English Language Arts on the SBAC assessment at Glen Edwards.	By next year we will increase our level of students achieving at grade level by 3% percent school wide.
We will utilize SBAC data for Math to determine student growth and student academic needs. This data will be used to identify intervention supports needed throughout the day. We will also use this data to compare how students did on last year's SBAC to determine targeted instructional supports for the students.	39.3% of students are below standard in Math on the SBAC assessment at Glen Edwards.	By next year we will increase or level of students achieving at grade level by at least 3% school wide.
We will provide a before and after school intervention class where students can go to receive extra support for their academics and receive designated support in ELA and Math.	% of our students utilize these academic intervention supports	We expect at least 5-10% of our student population to use this setting to help them progress in their academics and receive support. We expect that all teachers will use this resource to help support their students academically.
We will look at the number of EL students who are being re-classified. We will also look at ways that we can	This year we had 54% of our English Learners reclassified.	We will have 33% reclassified next year. We also hope to have 50% of our teachers have our EL Specialists work

increase support to help teachers implement teaching strategies to meet the learning needs of these students.		with them individually or in their classrooms to help improve our support for EL students next year.
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### 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	<p>1). Additional support for students to support them with their academics during school and after school.</p> <p>2). Friday Intervention</p> <p>3). Copy Supplies for students and teachers so that they can access the materials needed to meet the learning needs of the students.</p> <p>4). Weekly PLC meetings so that teachers have dedicated time to talk about ways to best meet the needs of the students and analyze data.</p> <p>5). Department Leads and bi-weekly Leadership meetings.</p> <p>6). Meet five times a year to discuss the 7th Period intervention class and how students are progressing.</p> <p>7). Support for students before and after school who may not be able to get support anywhere else.</p> <p>8). Supplies for student engagement and help teachers differentiate their instruction for their students.</p>	All Students	<p>17000 Expanded Learning Opportunities Program (ELOP) 1000-1999: Certificated Personnel Salaries 2 certificated teachers will be available three days a week after school for an hour and 1 certificated teacher will be available three days a week for an hour before school to support any student who needs additional supports/interventions in Math or English. This person would work directly with students. 4000.96 Title I 4000-4999: Books And Supplies Department funding for supplemental materials to allow for broader student access to core curriculum. 23,600 Title I 1000-1999: Certificated Personnel Salaries Allocating resources for an additional Physical Education (PE) section is intended to free up another credentialed teacher. This teacher will then be available to teach student leadership, thereby supporting and nurturing positive student engagement during and after school for all students and staff. 20,000 Title I 1000-1999: Certificated Personnel Salaries .2 Funded Leadership position to allow for more student participation in Leadership Activities and student support 3,000 Title I</p>

		<p>1000-1999: Certificated Personnel Salaries Friday intervention for students who are struggling with behavior and academics. The program will explicitly teach life skills, social skills, and executive functioning skills to our at-risk students. It will also certificated teachers to support students with their academics 1500 Title I</p> <p>4000-4999: Books And Supplies ELD supplies and materials 20,000 LCFF-Supplemental (Site Fund)</p> <p>1000-1999: Certificated Personnel Salaries Nine "lead curriculum" teachers to facilitate PLC's, analyze data, align curriculum, monitor pacing, and help lead articulation meeting to help close the achievement gap with students. They will also case manage and assist in monitoring interventions that are needed for student success 5000 Title I</p> <p>4000-4999: Books And Supplies Materials for the Riso machine to help support teacher make copies for students. 8000 Title I</p> <p>1000-1999: Certificated Personnel Salaries Teachers meet weekly in PLC's to collaborate, analyze data and make adjustments to instructions and curriculum.  4000 LCFF-Supplemental (Site Fund)</p> <p>5000-5999: Services And Other Operating Expenditures Instructional materials to support the implementation of Curriculum for targeting instruction for students.</p>
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<p><b>1.2</b></p>	<p>1). Subs to pay for AVID training and field trips  2). Financial support so our students can participate in visiting at least one college campus each year.  3). Give students opportunities outside of school to help them make educated decisions about what they would like to do with their futures.</p>	<p>Support our AVID program so they can offer all of the activities and training that is needed to keep our program in compliance.</p>	<p>13,397  Title I  1000-1999: Certificated Personnel Salaries  Securing substitutes to release teachers to attend AVID visits with their students  10000  Title I  5000-5999: Services And Other Operating Expenditures  Set up visits to college programs to look at both four year and vocational tracks and welcome guest speakers needed to help integrate AVID Strategies into school.  2,000  Title I  2000-2999: Classified Personnel Salaries  Funds to help support the AVID program to develop tutors needed to help integrate AVID Strategies into school.  9838  Title I  4000-4999: Books And Supplies  Funds to help support the AVID program with supplies needed to help integrate AVID Strategies into school.  6,000  Title I  5000-5999: Services And Other Operating Expenditures  Professional development to support the success of our AVID program and students</p>
<p><b>1.3</b></p>	<p>1). Allow students to have a variety of choices in the library at different reading levels to encourage our students to read.  2). Supply our teachers with interesting materials in the classroom to supplement learning.  3). Allowing teachers to observe other teachers so they can get ideas and collaborate on first best instruction.</p>	<p>Resources inside and outside of the Classroom to help support students learning.</p>	<p>2297  Title I  4000-4999: Books And Supplies  Increase library selections for both grade-level and underperforming students. Enhance the number of non-fiction books to align with Common Core. Increase high interest/low reading level texts. This will help struggling readers have access to books to practice their individual reading skills.  8000  Title I  1000-1999: Certificated Personnel Salaries</p>

		<p>Substitutes to allow teachers to observe other teachers so they can get ideas and collaborate on first best instruction.</p> <p>3000 Title I 5000-5999: Services And Other Operating Expenditures Professional development for all departments. These trainings are to be approved by administration and must be connected to our site or district goals.</p> <p>10087 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Professional development for all departments. These trainings are to be approved by administration and must be connected to our site or district goals.</p> <p>2,764.04 Title I 5000-5999: Services And Other Operating Expenditures Supplemental curriculum for all subjects</p> <p>1200 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Materials for mental health department to support student engagement and academic success</p> <p>8000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Headphones, mice and other technology needed to be replaced on some Chrome Books.</p> <p>1500 Title I 5000-5999: Services And Other Operating Expenditures Professional development for mental health department. These trainings are to be approved by administration and must be connected to our site or district goals.</p> <p>500 Title I</p>
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			<p>4000-4999: Books And Supplies Brain POP supplemental curriculum for all subjects to target EL interventions in the classes. 4000 Title I 4000-4999: Books And Supplies Headphones, mice and other technology needed to be replaced on some Chrome Books.</p>
1.4	<p>1). Supply the EL teacher with the materials to teach a quality EL program. 2). Support our teachers by allowing them to attend the conference needed to progress in instruction and bring the latest teaching strategies to their classroom. 2). Allow our EL students have the same outside experiences as out AVID students by visiting colleges.</p>	Support our ELD students in and out of the classroom.	<p>1500 Title I 4000-4999: Books And Supplies Chart paper, easel for chart paper, and markers for GLAD strategies in the classroom. Curriculum charts to make learning visible in the classroom: maps, science anchors, etc. 8000 Title I 5000-5999: Services And Other Operating Expenditures Support our teachers by allowing them to attend the conference needed to progress in instruction and bring the latest teaching strategies to their classroom.</p>
1.5	1).Support our elective programs by supplying them with the equipment they need to run a quality program.	Support for our Elective Programs	<p>16869 Title I 4000-4999: Books And Supplies Continued financial support to cover the cost of increasing student access to our media arts elective classes (GEMS T.V.). There are a lot of equipment, subscriptions and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on increasing participation for our unduplicated pupils. 500 Title I 4000-4999: Books And Supplies Continued financial support to cover the cost of increasing student access to our yearbook electives classes.</p>

		<p>There are a lot of equipment and other costs of running the program, and increasing enrollment has led to increased costs. The increase in enrollment is due to a focused effort on increasing participation for our unduplicated pupils.</p> <p>1500 Title I 4000-4999: Books And Supplies Continued financial support to cover equipment and other costs of running the art program.</p> <p>5000 Title I 4000-4999: Books And Supplies Continued financial support to cover equipment and other costs of running the music program.</p> <p>15000 Prop 28 4000-4999: Books And Supplies Financial support to pilot and cover new materials/equipment and other costs of running the Arts Program.</p> <p>75000 Prop 28 5000-5999: Services And Other Operating Expenditures Outside provider for extracurricular Arts Program</p> <p>62000 Prop 28 1000-1999: Certificated Personnel Salaries Certificated Teacher for new Art Based Electives class</p>
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# 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.

Some growth in student achievement on CAASPP examinations, AVID was supported and techniques shared school wide

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

Learning Center was adjusted due to staffing and implementation issues

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.

To achieve this goal additional resources are being allocated to before and after school student support, AVID programs and support for teacher professional development

# 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.

#### School & Community Engagement

Students and families at GEMS will feel culturally, mentally and physically safe.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will be actively engaged in learning and in their school communities.

### 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.

- 1). Implement PBIS on our campus to support the development of annual measurable outcomes.
- 2). Bring in outside resources to help with positive decision-making.
- 3). Provide opportunities outside of the classroom for parents and our students.
- 4). Provide structured activities for our students to do outside of the classroom to help with behavior concerns.

### 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
Increase the perception of positive school climate and connectedness	9.1% of students were suspended in 22-23 school year	Decrease suspension rates by 15%
California Healthy Kids Survey	57% of students indicated that there is a caring adult on campus.	By Spring 2025 75% of students will feel that there is a caring adult on campus.
California Healthy Kids Survey	47% of our students feel as they are connected to school.	By Spring 2025 70% of our students will feel that they are connected to school.
California Healthy Kids Survey	44% of our student reported that they feel they have experienced harassment or bullying	35% of students will feel as they have experienced harassment and bullying.
California Healthy Kids Survey	88% of students do not attend our after school program.	15% of our students will attend after school Study Hall during the week.

### 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
2.1	1). PBIS team to address issues and look at data. 2). Point Break presentation to support empathy on campus. 3). Night activities that are fun for students and parents.	Our School will participate in PBIS to increase student, staff, and parent voices in	2700 Title I 1000-1999: Certificated Personnel Salaries

	<p>4). Lunchtime activities.  5). Additional Student Leadership Teacher  6). Presenter on School Climate and Culture  7) PBIS Data Tracking System</p>	<p>helping to develop a positive campus culture.</p>	<p>We will hire two teacher leads to support PBIS Activities and one for additional Leadership. One will focus on behavior data and proactive ways to help students make positive decisions when it comes to behavior. The other teacher will focus on academic data. Both will present this data at staff meetings a help lead discussion about the data. They will also run our monthly PBIS meetings on campus.</p> <p>18500  LCFF-Supplemental (Site Fund)  4000-4999: Books And Supplies  PBIS supplies and incentives to support student engagement, involvement and campus culture. Panther Pride to celebrate the students who follow the school rules of being Positive Productive and Professional. This is a monthly celebration for our students. They are nominated each month by their teachers and given an award for being students who follow the PBIS rules.</p> <p>32,600  Title I  4000-4999: Books And Supplies  PBIS supplies and incentives to support student engagement, involvement and campus culture.  Purchase of signage for PBIS rules and expectations to help promote the school wide rules and expectations for the school</p> <p>3000  Title I  5000-5999: Services And Other Operating Expenditures  Purchase of Five Star subscription to support and track our PBIS program and student engagement.  Professional development for PBIS/MTSS at GEMS. This will help to support the team that is going to be starting up the PBIS program at our site. This will be used to specifically reduce suspensions our E.L., low</p>
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			<p>SES students, and our Special Education Students. 35,000 Title I 5000-5999: Services And Other Operating Expenditures Assemblies Solution Tree or Choose Well to teach proactive behaviors to help with current issues that are identified by school and staff surveys. This will be focused on our most struggling learners and specific data will be analyzed to pick participants 11000 Title I 5000-5999: Services And Other Operating Expenditures Point Break assembly for students 3600 Title I 1000-1999: Certificated Personnel Salaries Sub costs for staff to attend and facilitate Point Break. 20,000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Additional funds to employ a full time Campus Monitor to support staff in ensuring safety therefor promoting a positive campus culture. 1653 Title I - Parent Involvement 4000-4999: Books And Supplies Supplies to provide students and parents opportunity to engage positively on campus (APTS, ELAC, SSC, Back to school night, etc.) 13000 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Assemblies (Solution Tree, Choose Well,) to teach proactive behaviors to help with current issues that are identified by school and staff surveys. This will be focused on our most struggling learners and specific data will be analyzed to pick participants</p>
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<p><b>2.2</b></p>	<p>1). Promote and offer quality programs for out parents to attend with their children outside of the school day.  2). Supply the office with the materials that they need to communicate with parents efficiently.</p>	<p>Increase parent and community involvement and participation in school activities.</p>	<p>7500  Title I  4000-4999: Books And Supplies  5th Grade shadow a Panther Day. This day is intended to onboard our incoming 6th grade class and promote GEMS campus pride and school spirit.  5000  Title I  1000-1999: Certificated Personnel Salaries  Subs to release 6th grade teachers to participate and facilitate the Shadow a Panther day. This day is intended to onboard our incoming 6th grade class and promote GEMS campus pride and school spirit.  2000  Title I  5000-5999: Services And Other Operating Expenditures  Transport incoming 6th grade class to GEMS for Shadow a Panther Day. This day is intended to onboard our incoming 6th grade class and promote GEMS campus pride and school spirit.  3142  Title I  4000-4999: Books And Supplies  Student agenda provide the parent and student with an organizer including school policies and procedures.  3032  LCFF-Supplemental (Site Fund)  4000-4999: Books And Supplies  Student incentives and rewards to instill school connectedness  1,000  Title I  1000-1999: Certificated Personnel Salaries  Math and Science education night to teach parents about the new standards and ways that they can help support their children in their learning. This night will be dedicated to support our parents who do not understand the NGSS and Common Core Standards</p>
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			<p>and who's child is struggling in the class.</p> <p>4,000 Title I 4000-4999: Books And Supplies Science and Math night for students and parents. Have a fun night where students and parents can do hands-on activities. This will encourage both students and parents to get excited about Math and Science. This will be dedicated to hands-on activities for those students who do not have access to hands-on activities at home. The main focus will be to build a love of learning for Math and Science.</p> <p>800 Title I 4000-4999: Books And Supplies Postage for report cards, celebrations, SARB, and at risk notifications are all efforts to inform and communicate with parents.</p> <p>3218 Title I - Parent Involvement 4000-4999: Books And Supplies Parent Engagement mornings</p> <p>2,000 Title I 2000-2999: Classified Personnel Salaries Translators to help with communication for parent conferences, math night, and science night, and written communication that will go to the home.</p>
2.3	Intramural sports program at lunch	Decrease suspensions and behaviors on campus	<p>5000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Pay teachers to run Intramural lunch time program so that students have organized activities to do. Many students are getting in trouble at lunch because they do not have structured activities to participate in.</p> <p>6000 LCFF-Supplemental (Site Fund)</p>



			4000-4999: Books And Supplies Intramural supplies to support organized activities to promote positive and healthy student interactions. 6000 Title I 4000-4999: Books And Supplies Intramural supplies to support organized activities to promote positive and healthy student interactions.
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# 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.

PBIS implementation was directly related to decrease in overall referrals and suspensions

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 differences to report

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.

Updated strategies include presenters for students, more frequent parent engagement activities

# 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### 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
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## 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	\$322,613.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$563,798.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## 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 (\$)
Title I	\$281,108.00
Title I - Parent Involvement	\$4,871.00

Subtotal of additional federal funds included for this school: \$285,979.00

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 (\$)
Expanded Learning Opportunities Program (ELOP)	\$17,000.00
LCFF-Supplemental (Site Fund)	\$108,819.00
Prop 28	\$152,000.00

Subtotal of state or local funds included for this school: \$277,819.00

Total of federal, state, and/or local funds for this school: \$563,798.00

# 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
Title I	281,108	0.00
Title I - Parent Involvement	4,871	0.00
LCFF-Supplemental (Site Fund)	108,819	0.00
Prop 28	217,892	65,892.00

## Expenditures by Funding Source

Funding Source	Amount
Expanded Learning Opportunities Program (ELOP)	17,000.00
LCFF-Supplemental (Site Fund)	108,819.00
Prop 28	152,000.00
Title I	281,108.00
Title I - Parent Involvement	4,871.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	192,297.00
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	163,149.96
5000-5999: Services And Other Operating Expenditures	184,351.04

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Expanded Learning Opportunities Program (ELOP)	17,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	25,000.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	20,000.00

4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	36,732.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	27,087.00
1000-1999: Certificated Personnel Salaries	Prop 28	62,000.00
4000-4999: Books And Supplies	Prop 28	15,000.00
5000-5999: Services And Other Operating Expenditures	Prop 28	75,000.00
1000-1999: Certificated Personnel Salaries	Title I	88,297.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	106,546.96
5000-5999: Services And Other Operating Expenditures	Title I	82,264.04
4000-4999: Books And Supplies	Title I - Parent Involvement	4,871.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	374,053.00
Goal 2	189,745.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Michael Bose	Principal
Andrea Flamenco	Classroom Teacher
Chrsitene Sunding	Classroom Teacher
Sandra Mullen	Classroom Teacher
Melissa Hargis	Classroom Teacher
Robyn Harp	Classroom Teacher
Jen Freymond	Other School Staff
Monique Geil	Parent or Community Member
Sela Greenhouse	Parent or Community Member
Joseph Yrigollen	Parent or Community Member
AnnaLee McKinnon	Parent or Community Member
Laura Sanchez	Parent or Community Member
Susanna Maldonado	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

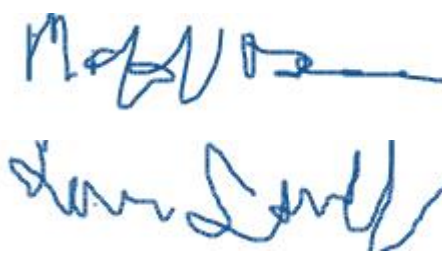
**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 11/2/23.

Attested:



Principal, Michael Bose on 11/2/23

SSC Chairperson, Laura Sanchez on 11/2/23

# Instructions

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

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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](mailto: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](mailto: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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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](mailto: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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

Updated by the California Department of Education, October 2023