

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
College Academy	Connection	43-69450-0127225	5/14/2024	6/25/2024

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

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

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

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

This plan is being used by College Connection Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	15
Overall Performance	17
Goals, Strategies, & Proposed Expenditures.....	28
Goal 1.....	28
Goal 2.....	31
Goal 3.....	34
Budget Summary	37
Budget Summary	37
Other Federal, State, and Local Funds	37
Budgeted Funds and Expenditures in this Plan	38
Funds Budgeted to the School by Funding Source.....	38
Expenditures by Funding Source	38
Expenditures by Budget Reference	38
Expenditures by Budget Reference and Funding Source	38
Expenditures by Goal.....	39
School Site Council Membership	40
Recommendations and Assurances	41

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 College Connection Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

College Connection Academy's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

1. Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire College Connection Academy community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, College Connection Academy's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

How, when, and with whom did College Connection Academy 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 following stakeholders were involved in the process for SPSA and gave feedback centered around the academic program - CCA's School Site Council, Staff members - both certificated and classified and parents. Meetings were scheduled to discuss student achievement and how to better support students academically, socially, and emotionally. Feedback from a diverse group of stakeholders has impacted students in a positive way. The following groups met throughout the year to provide their input and feedback on implementation of our 2023.2024 goals:

1. Staff meetings twice a month to go analyze student data from Fastbridge assessment (given 3 times a year) for math results and Star Ren (given 3 times a year) for literacy results. As a staff we used results from Panorama Survey to gage the school climate and the social emotional state of our students.
2. Multi-Tier System of Support team met 5 times throughout the year to develop our school culture and climate. We analyzed the needs of our students based on their feedback through student group meetings and surveys. This led to the development of our school core value and a rewards system for students that exemplified them, along with a quarterly student recognition program.
3. School Site Council meeting took place once a month for 5 months. SPSA was presented and discussed at these meeting along with school needs and events. Parent input and feedback was requested and taken into how to best support our students and support parents needs. Translation in multiple languages was provided at all meetings.

4. Parent Engagement Group, led and run by parents, met throughout the year on their own and communicated with our staff the needs or request of our school community.
5. We checked in with parents informally during Back to School Night and Open House to gauge how they felt things were going at school and attended to any needs that might have been shared.

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.

Orange: Suspension rates for Asian students increased by 0.4% and 4.6% for Hispanic students
Orange: In mathematics Hispanic students scored 35 points below standard

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, College Connection Academy has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need for student school wide that may require targeted interventions. These needs include: [add identified needs here]

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined includes:

Increasing Hispanic students' mathematic ranking on the California dashboard from Orange to Yellow
Increasing the number of 8th graders that answered yes to " Are you happy to be a student at this school" by 5% by June 2025, as measured by Panorama Survey
Increasing the number of opportunities for parents to participate in school events by 50%. Going from 6 events to 9 school parent events

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.

In mathematics Hispanic students scored 35 points below standard, which is two performance levels below "all students".

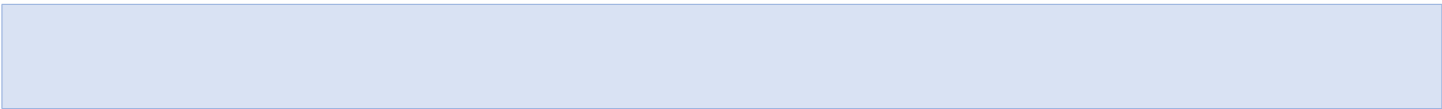
Other Needs

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

We will be using the Fastbridge assessments throughout the year to measure or efforts to improve students achievements and to make adjustments to our teaching. Assessment will be given out 3 times during the year. Staff will analyze results and identify areas for student growth.

We will also be utilizing results from Panorama to measure student engagement, student-teacher relationship, and students' social emotional connection to school. We will use these results to understand what is working and not with our in class instruction.

STAR Ren assessment results will also be measure students literacy skills. Based on results we will be able to know literacy areas to target, which will support achievement in mathematics and other subject areas.



School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for College Connection Academy. 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%	0.50%		0	1
African American	1.91%	0.5%	0.50%	4	1	1
Asian	60.77%	55.15%	53.47%	127	107	108
Filipino	6.22%	10.55%	9.41%	13	21	19
Hispanic/Latino	27.75%	30.0%	30.69%	58	58	62
Pacific Islander	%	0.5%	0.50%		1	1
White	1.91%	2.01%	2.97%	4	4	6
Multiple/No Response	1.44%	0.01%	1.98%	3	2	4
Total Enrollment				209	194	202

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	97	101	99
Grade 8	112	95	103
Total Enrollment	209	194	202

Conclusions based on this data:

1. The most significant numbers by student group in 2022-2023 is Asian at 55.15 %
2. Number of African American students continues to be minimal and has decreased from 2020-2021 to 2022-2023
3. Student intake has decreased for incoming 7th graders from 2020-2021 to 2022-2023

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	14	27	17	4.60%	6.7%	8.4%
Fluent English Proficient (FEP)	155	136	137	77.00%	74.2%	67.8%
Reclassified Fluent English Proficient (RFEP)				54.5%		

Conclusions based on this data:

1. Number of EL students enrolling in CCA has more than doubled over the past 3 years. From 11 in 2020-2021 to 27 in 2022-2023
2. 27 Students were enrolled in an ELD class in 2022-2023 and 55% of the students were reclassified.
3. As of May 2024, only 5 students haven't reclassified

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	117	93	101	0	92	101	0	92	101	0.0	98.9	100.0
Grade 8	118	109	96	0	107	96	0	107	96	0.0	98.2	100.0
All Grades	235	202	197	0	199	197	0	199	197	0.0	98.5	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2615.	2596.		34.78	29.70		48.91	32.67		9.78	32.67		6.52	4.95
Grade 8		2660.	2631.		43.93	34.38		42.99	45.83		9.35	16.67		3.74	3.13
All Grades	N/A	N/A	N/A		39.70	31.98		45.73	39.09		9.55	24.87		5.03	4.06

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		27.17	18.81		68.48	74.26		4.35	6.93
Grade 8		47.66	32.29		46.73	60.42		5.61	7.29
All Grades		38.19	25.38		56.78	67.51		5.03	7.11

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		47.83	32.67		45.65	64.36		6.52	2.97
Grade 8		51.40	45.83		43.93	46.88		4.67	7.29
All Grades		49.75	39.09		44.72	55.84		5.53	5.08

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		18.48	13.86		79.35	79.21		2.17	6.93
Grade 8		28.04	15.63		65.42	79.17		6.54	5.21
All Grades		23.62	14.72		71.86	79.19		4.52	6.09

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		43.48	30.69		51.09	61.39		5.43	7.92
Grade 8		51.40	41.67		43.93	56.25		4.67	2.08
All Grades		47.74	36.04		47.24	58.88		5.03	5.08

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Conclusions based on this data:

1. Overall achievement for both 7th and 8th grade in ELA shows that 85% of students met/exceeded the standard.
2. Over 90% of our 7th and 8th graders met/exceeded writing with producing clear and purposeful writing.
3. The overall percentage of students scoring above standard in ELA dropped 10% from 2021-2022 to 2022-2023

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	117	93	101	0	93	101	0	93	101	0.0	100.0	100.0
Grade 8	118	109	96	0	108	96	0	108	96	0.0	99.1	100.0
All Grades	235	202	197	0	201	197	0	201	197	0.0	99.5	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2614.	2588.		37.63	28.71		32.26	31.68		23.66	26.73		6.45	12.87
Grade 8		2637.	2626.		48.15	39.58		24.07	18.75		12.96	29.17		14.81	12.50
All Grades	N/A	N/A	N/A		43.28	34.01		27.86	25.38		17.91	27.92		10.95	12.69

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		44.09	34.65		46.24	50.50		9.68	14.85
Grade 8		45.37	38.54		43.52	44.79		11.11	16.67
All Grades		44.78	36.55		44.78	47.72		10.45	15.74

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		33.33	31.68		61.29	53.47		5.38	14.85
Grade 8		47.22	35.42		42.59	53.13		10.19	11.46
All Grades		40.80	33.50		51.24	53.30		7.96	13.20

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		32.26	24.75		66.67	60.40		1.08	14.85
Grade 8		45.37	33.33		44.44	60.42		10.19	6.25
All Grades		39.30	28.93		54.73	60.41		5.97	10.66

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Conclusions based on this data:

- Overall achievement for both grade levels (7th and 8th) 71% of our students met/exceeded the standard
- About 10.5% of our 7th and 8th graders were below standard under the substandard concepts and procedures - math intervention through small groups, review, after school tutoring and homework club supports students in areas of challenges.
- Overall percentage of students that exceeded or met standards dropped from 71.14% to 59.39% from 2021-2022 to 2022-2023

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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	1608.2	*	*	1635.9	*	*	1579.7	4	7	12
8	*	*	*	*	*	*	*	*	*	7	*	*
All Grades										11	9	15

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	91.67	*	*	8.33	*	*	0.00	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.55	*	93.33	45.45	*	6.67	0.00	*	0.00	0.00	*	0.00	11	*	15

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	91.67	*	*	8.33	*	*	0.00	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	*	93.33	54.55	*	6.67	0.00	*	0.00	0.00	*	0.00	11	*	15

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	25.00	*	*	66.67	*	*	8.33	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.55	*	33.33	9.09	*	60.00	27.27	*	6.67	9.09	*	0.00	11	*	15

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	16.67	*	*	83.33	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	*	33.33	54.55	*	66.67	0.00	*	0.00	11	*	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	100.00	*	*	0.00	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	90.91	*	100.00	9.09	*	0.00	0.00	*	0.00	11	*	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.55	*	26.67	27.27	*	66.67	18.18	*	6.67	11	*	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	*	66.67	72.73	*	33.33	0.00	*	0.00	11	*	15

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Number of students that have not reclassified continue to be low, especially in 8th grade.
2. Number of students that are enrolling in CCA that require ELD have gone up over the past few years.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
199	37.7	13.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in College Connection Academy.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	13.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	75	37.7
Students with Disabilities	2	1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5
Asian	108	54.3
Filipino	21	10.6
Hispanic	61	30.7
Two or More Races	3	1.5
Pacific Islander	1	0.5
White	4	2

Conclusions based on this data:

1. In 2022-2023, the population is socioeconomically disadvantaged dropped from 50.7% to 37.7%

2. The Asian and Hispanic student groups make up a majority of the CCA student population with Asian students at 60.8% and Hispanic students at 30.7%.
3. Hispanic student population increased in 2022-2023 from 27.8% to 30.7%.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

- In 2023, overall performance for both ELA and Math solid as both ranked in Green.
- In 2023, suspension rates were of concern with an orange rating.
- In 2023 student attendance was good, as chronic absenteeism ranked in Green.

School and Student Performance Data

Academic Performance English Language Arts

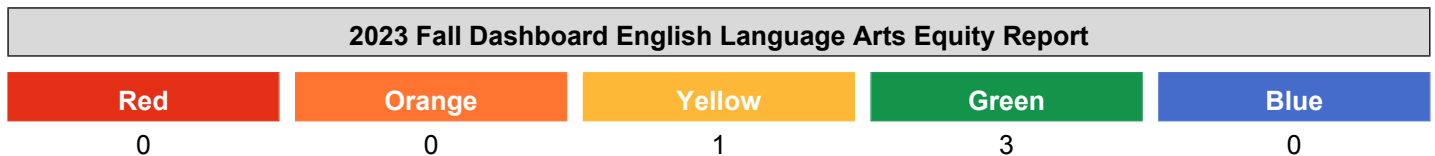
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides 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		
All Students Green 53.8 points above standard Decreased Significantly -26.4 points 196 Students	English Learners Green 17 points above standard Decreased Significantly -25.9 points 50 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Green 38.7 points above standard Decreased Significantly -27.4 points 106 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 66.6 points above standard Decreased Significantly - 34.4 points 108 Students	81 points above standard Decreased -10.2 points 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 points above standard Decreased -14.7 points 59 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 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
30.2 points below standard 15 Students	37.3 points above standard Decreased Significantly -24.4 points 35 Students	59.1 points above standard Decreased -6.4 points 34 Students

Conclusions based on this data:

1. In 2023, overall score ranked in Green by decreased in all areas overall by 26.4 points from the previous year.
2. In 2023, EL students scores dropped from 2022, 42.9 points above grade level to 17 points above grade level.

School and Student Performance Data

Academic Performance Mathematics

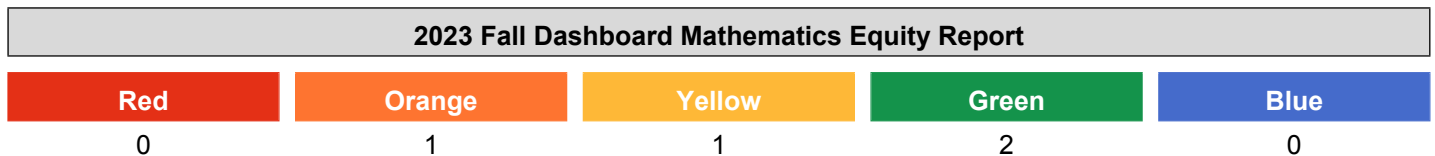
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides 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		
All Students Green 30.7 points above standard Decreased Significantly -19.9 points 196 Students	English Learners Yellow 14.5 points below standard Decreased -11.5 points 50 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Green 15.8 points above standard Decreased -4.2 points 106 Students	Students with Disabilities Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 59 points above standard Decreased Significantly - 19.3 points 108 Students	42.7 points above standard Decreased Significantly - 50.9 points 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35 points below standard Decreased -10.1 points 59 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
40.9 points below standard 15 Students	3.2 points below standard Decreased Significantly -32.5 points 35 Students	40.8 points above standard Decreased -13 points 34 Students

Conclusions based on this data:

1. In 2023, all students scored 30.7 points above standard in math which is a drop from 2022 when overall students scored 50.6 above grade level.
2. In 2023, Hispanic students scored 35 points below standard placing them in Orange which is an area of concern.
3. In 2023, English only students scores dropped by 13 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator					
	<table><tr><th>English Learner Progress</th></tr><tr><td>93.3% making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 15 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table>	English Learner Progress	93.3% making progress towards English language proficiency	Number of EL Students: 15 Students	Performance Level: No Performance Level
	English Learner Progress				
	93.3% making progress towards English language proficiency				
	Number of EL Students: 15 Students				
Performance Level: No Performance Level					

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	0	2	12

Conclusions based on this data:

- In 2023, we had 12 EL students that progressed at least One ELPI level.
- In 2023, we only had 1 student that decreased One ELPI level.
- In 2023, English Learners Progress scored 93.3 points above standard towards English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

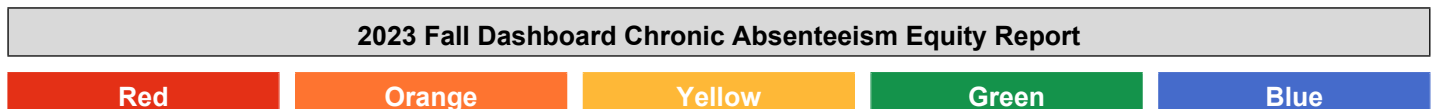
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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		
All Students  Green 7.4% Chronically Absent Declined Significantly -3.1 202 Students	English Learners 7.1% Chronically Absent Increased 0.5 28 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 8.2% Chronically Absent Declined -6.4 110 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian  Blue 0.9% Chronically Absent Declined -3.8 109 Students	Filipino 4.8% Chronically Absent Increased 4.8 21 Students
Hispanic  Yellow 16.1% Chronically Absent Declined -9.7 62 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 4 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students subgroup improved from 14.5% in 2022 to 8.2% in the area of chronically absent.
2. Our Hispanic subgroup improved from 25.9% in 2022 to 16.1% in the area of chronically absent.
3. In 2023-2024, overall chronically absence was 7.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

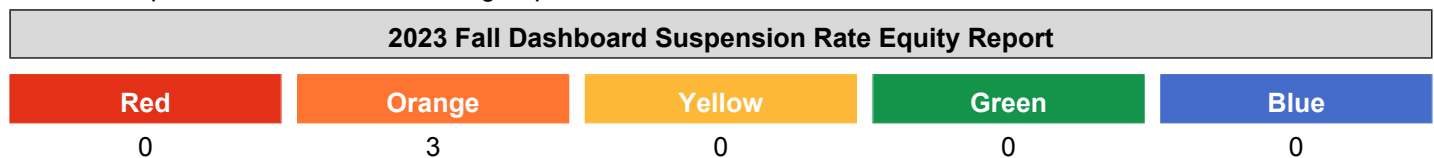
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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		
All Students  Orange 3.9% suspended at least one day Increased 2 205 Students	English Learners 3.6% suspended at least one day Increased 3.6 28 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 3.6% suspended at least one day Increased 1 111 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian  Orange 2.7% suspended at least one day Increased 0.4 110 Students	Filipino 4.8% suspended at least one day Increased 4.8 21 Students
Hispanic  Orange 6.3% suspended at least one day Increased 4.6 64 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 4 Students

Conclusions based on this data:

1. The socioeconomically disadvantaged group suspensions increased from 2.6% in 2022 to 3.65 in 2023. Total socioeconomically disadvantaged number of students was 111.
2. In 2023, Hispanic student groups suspensions increase by 4.6 from previous year to 6.3% suspended at least one day. An Orange ranking and area of concern.

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.

Pupil Outcomes

Increase Hispanic students' mathematic ranking on the California dashboard from Orange to Yellow

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

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.

Identify 7th and 8th graders students, with an focus on Hispanic students, that are scoring below in ELA and Math standard and establish intervention during school school day along with developing expanded opportunities to extend instructional support after school

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
CA Dashboard Math	Hispanic students scoring 35 points below standard	improve by 10 points by Spring 2025
CA Dashboard ELA	Current English Language Learners scoring 30.2 points below standard	Improve by 15 points by Spring 2025
STAR Reading	11% of our EL students scored at or above grade level on BOY assessment	Increase the number of EL's scoring at or above grade level by by 5% by Spring 2025
FastBridge Math	33% of our EL students scored at or above grade level on BOY assessment	Increase the number of EL's scoring at or above grade level by by 5% by Spring 2025
CA Dashboard ELPI	1 student decreased in their ELPI level	Have all EL students maintain or increase their ELPI level

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	Data check-ins 4x a year with academic counselor to discuss data results	All Students	0 None Specified Counselor, teachers, and Principal meet to discuss data

			and how to make improvements to instruction
1.2	Provide teachers with professional development opportunities to understand how to analyze data results from assessments and target specific academic groups during ELA and Math instructional times	All students with additional focus Hispanic/Latinx Students	1500 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Pay for PD around how to analyze data and develop instructional lesson plans that target areas of concern
1.3	Provide release time for Math and ELA teachers to review data results from informal assessments, district math assessment results, and use findings to target Hispanic/Latinx groups during instructional time	All students with additional focus Hispanic/Latinx Students	900 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Pay for substitute to release math teachers once a month for half a day
1.4	Provide supplemental materials to assist with mathematic and ELA intervention and advancement in order to increase overall math and ELA results of all students with additional focus on Hispanic/Latinx students	All students with additional focus Hispanic/Latinx Students	1000 LCFF Supplemental 4000-4999: Books And Supplies Student materials for core classes 1000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Purchase licenses for intervention class
1.5	Homework Club is provided after school for students to focus on academics and receive tutoring and mentoring. Tools that are provided as resources will support students to academically make growth	All Students	5000-5999: Services And Other Operating Expenditures Copier agreement 5000-5999: Services And Other Operating Expenditures Reprographics
1.6	Offer Saturday Math Academy for students that need additional support and or want to accelerate in math	All students with additional focus Hispanic Students	3000 General Fund 1000-1999: Certificated Personnel Salaries Math Teacher will provide 8 Saturday math support classes of 6 hours per semester
1.7	Offer a writing section during the school day to support and accelerate the needs of students that are scoring below standard in ELA		

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.

Goal was not met. ELs scored 17 points above standard but their overall score dropped by 25.9 points from previous year. We need to improve the way we implement our reading and writing interventions during our school day.

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

We need to utilize our budget to expand our best teaching practices and to establish effective reading and writing strategies.

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.

Our school site needs to increase our staff collaboration and expand our staff professional development in order to improve and adjust our teaching through common assessments. Per our Dashboard, we will need to expand these assessments and PD to reach our math results for our Hispanic/Latinx population.

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.

Conditions For Learning

We will increase the number of 8th graders that answered yes to "Are you happy to be a student at this school" will increase by 5% by June 2025, as measured by Panorama Survey

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

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.

Need to collaborate with 7th and 8th grade students to develop opportunities and events for students to find a connection to and joy in being at school based on the 2023-2024 Panorama Survey Results

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
SEL Data- Panorama Survey	71% feel happy to be here at school	8% increase by Spring 2025
SEL Data- Panorama Survey	72% feel that they are part of school	8% increase by Spring 2025
CA Dashboard Chronic Absenteeism	7.4% Chronically Absent	reduce by 4% by Spring 2025
CA Dashboard Suspension Rate	Increased 4.6 points	Reduce by 4 points by Spring 2025

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	Little Heroes will provide structured breaks, lunch activities and mentoring during the school day for all grade levels. Along with coaching for after school sports. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.	All students	District Funded Cost included in LCAP in Goal #1
2.2	A full-time School Social Worker onsite to support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of	All students	District Funded

	students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey. Social Worker will also develop classroom presentation around students' mental health and Friday Lunchtime activities to engage students		Cost included in LCAP in goal #1
2.3	Development of a Wellness Center space to create an outlet or opportunity for students to decompress and that can be utilized as an additional space that student can develop into their own. Space will also provide opportunities for students and staff to connect through activities and events.	All Students	2000 LCFF Supplemental 4000-4999: Books And Supplies Supplies to develop the space LCFF Supplemental 4000-4999: Books And Supplies Instructional supplies to support students in space
2.4	Continual focus on staff and student relationship-building through activities that allow students to share about their personal interests. Build out the common period to allow students to select additional elective activities during this time, at a minimum of once per week.	All Students	3000 General Fund 4000-4999: Books And Supplies Pay for Education Licenses and supplies
2.5	Continual review of school culture and climate and student progress through use of attendance and academic data during monthly MTSS and staff Meetings	Continual access to support staff to support student wellness through community circles, focus groups, student listening sessions, and community building activities	Collaboration time done on Admin Directed Fridays once a month.
2.6	A portion of Common period will dedicate time to provide training on time management to students through goal planning, use of Google Calendars, digital student planners, and other life skills.	All Students and Staff	LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.7	Work with student leadership class to develop activities and events for students and staff to connect. Along with continuing to recognize students for their efforts and personal growth. Increase the number of ways that we recognize students	All Students and Staff	2000 General Fund 4000-4999: Books And Supplies Awards and prizes for student recognition
2.8	Student Clubs such as ARK, GSA, TUPE, GATE will support school culture and climate by giving students the opportunity to build on school connectedness	All Students	1000 LCFF Supplemental 4000-4999: Books And Supplies Supplies to support club needs
2.9	Quarterly progress reports prior to quarterly grades coming out in order to develop ongoing conversations and build relationships between teachers, students, and families.	All Students	500 LCFF Supplemental 4000-4999: Books And Supplies Food and/or rewards for meeting and events around academics and core values

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall Climate of support improved by 4%, per Panorama Survey results. The goal was 5%. Students overall feel comfortable in our school environment and feel supported by the school staff.

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

We committed funds into increasing the number of SEL events on our school campus and provided funds to support material necessary to implement them. Consistent Fun Friday events to allow students to learn to destress, along with field trips

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

We will create weekly opportunities for students to participate in activities of choice so that they can be able to reduce their stress levels and feel that they belong at CCA, increase the engagement of our students, and the relationship between students and staff. In doing so, this will improve student behavior and reduce the suspension rate on our CA dashboard.

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.

Engagement

In 2025, we will increase the number of opportunities for parents to participate in our school events by 50%. Going from 6 events to 9 school student/parent events

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

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

The number of parents participating in school site council meeting and that come onto campus activities is very low. On average 4-5 parents attend our school site council parent meeting. We would like to increase that by 50%

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
Panorama Survey - Winter 2024	78% of parents felt that the school provided good academic support a 11% drop	Increase that number 10% by Winter 2025
Panorama Survey - Winter 2024	82% felt that there was good school to home communication, a drop of 10%	Increase that number by 8% by Winter 2025

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
3.1	Work with the county office of education and district to create a survey with all the workshops that are available. Survey parents over the summer on workshops that they would like to have during the upcoming school year.	All Students	1000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Work with the district and county office to seek opportunities for parent workshops
3.2	Taking attendance during quarterly parent academy meetings to ensure that communication is being addressed	All Students	LCFF Supplemental 2000-2999: Classified Personnel Salaries

			Cost for additional staff support
3.3	Increase communication platforms to ensure that all stakeholders are informed of updates about CCA. Look into social media to advertise and make sure that all parents know how to access Infinite campus	All students	
3.4	Interpretation provided for school events and parent meetings	All students	1792 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Translation fees
3.5	Provide presenters for parent workshops and food and child care for families attending	All Students	1000 General Fund 4000-4999: Books And Supplies Meeting food
3.6	Parent Engagement Group shares volunteer opportunities with parents	All students	Interpretation/Translation for parent meeting
3.7	Take fields trips during the week and on Saturdays to increase parent participation opportunities	All students	5484 General Fund 5000-5999: Services And Other Operating Expenditures Incentives for students for positive attendance District Funded 1000-1999: Certificated Personnel Salaries Bus transportation for school field trips
3.8	Add the students' voices to the monthly agenda to increase the number of parents that attend meetings		1000 General Fund 4000-4999: Books And Supplies Supplies and incentives for meetings

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The goal was to increase parent involvement by 3% and per Panorama percentage of parents involvement increased by 4%.

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

We offered four Saturday field trips and one in the evening to attract more families as this took out the barrier of work. We also held four field trips during the school day. We added funds to provide food and items for those participating on the trips.

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.

Need to develop to ongoing communication bulletin and possibly offer multiple meeting in multiple languages to serve the needs of our community. Considering increasing and diversifying school events to attract more parents.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,176.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
General Fund	\$15,484.00
LCFF Supplemental	\$10,692.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$26,176.00

Total of federal, state, and/or local funds for this school: \$26,176.00

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	0	0.00
LCFF Supplemental	10692	0.00
LCFF Concentration	0	0.00
General Fund	15484	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	15,484.00
LCFF Supplemental	10,692.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,900.00
4000-4999: Books And Supplies	11,500.00
5000-5999: Services And Other Operating Expenditures	8,276.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	3,000.00
4000-4999: Books And Supplies	General Fund	7,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	5,484.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	900.00
4000-4999: Books And Supplies	LCFF Supplemental	4,500.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,792.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2,500.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,400.00
Goal 2	8,500.00
Goal 3	10,276.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Juan M. Alcántar	Principal
Jesus Benitez	Classroom Teacher
Rodolfo Duran	Classroom Teacher
Maria Castillo	Other School Staff
Brigida Gonzalez	Parent or Community Member
Vania Gomez	Parent or Community Member
Jesus Gonzalez	Secondary Student
Duvan Aguilar Gomez	Secondary Student

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
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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 5/14/24.

Attested:



Principal, Juan M. Alcántar on 5/14/24



SSC Chairperson, Brigida Gonzalez on 5/14/24