

School Year: **2024-25**

**Golden West Middle School**



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# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden West Middle School	48-70565-6051262	January 14, 2025	February 11, 2025.

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Schoolwide Program

Additional Targeted Support and Improvement

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades. We also engage all departments in goal making and strategic planning. The processes followed are comprehensive. We follow a cycle of inquiry to help focus staff on increasing student achievement.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery

## Educational Partner Involvement

How, when, and with whom did Golden West 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

Site Council gives input after discussing items and votes on approvals in each meeting. Staff reviews data by departments after introduction of expectations by the administrative team. Staff submits their drafts of goals to be reviewed by Site Council and Education Services department. The TUSD Board of Education reviews and makes final approvals of the SPSA.

The Golden West Middle School Site Council is in the process of reviewing the Single Plan for Student Achievement. In the December meeting Site Council members reviewed the Safe School Plan and approved plans realterd to data reviewed.

In the December and January meetings the Site Council team continued to review and approve plans related to student achievement. Current data indicated suspension and discipline data were indicating a decrease, related goals were discussed. Plans to increase academic achievement in ELA and Math were also discussed due to noting declines in acheivement.

During the 2024-2025 school year the Golden West Middle School PTSA formed in meetings held in October, November and December. The newly formed PTSA has already begun to make plans to hold more family events on site.

The PBIS team is also surveying parent involvement iin the school to help guide decisions that will get greater parent participation on site. The newsletter was also revamped based on parent input. We survey our families though PBIS, LCAP, and Focus Group surveys to help improve our programs and gain greater community engagement.

Theb ELAC committee is expandng ELL parent involvement to includ Reclassifeid English Learner Parent involvement.

## 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.

We are currently reviewing additional ways to serve our students in math and ELA during the school day beyond guidance, teacher tutorials (office hours) counseling, and CICO. We are also reviewing our co-taught teaching strategies in math and formulating specific and revised ELA and Math targeted implementation plans. Class placement procedures and criteria in order to ensure students are served in the most effective manner are also being discussed

## 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.

Our Students with Disabilities indicate the most need with areas of concern in the area of suspension, attendance and performance, followed by Hispanic students, Students who are Socially Economically Disadvantaged, Two or More Races and our African American Student groups..

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

Our Students with Disabilities indicate the most need with areas of concern in suspensin, attendance and performance.

### Other Needs

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

There is clearly overlap in the groups with needs related to Socially Economically Disadvantaged students. Our school currently has 44'9% Socially Economically Disadvantaged students. Addressing our Hisapnic, African Ameriucan students needs and Students with Disabilities will likely also address some of the SED students needs.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Golden West 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	0.28%	0.55%	0.54%	2	4	4
African American	12.05%	12.59%	12.53%	87	91	93
Asian	5.26%	4.15%	3.77%	38	30	28
Filipino	9.70%	13.42%	13.21%	70	97	98
Hispanic/Latino	25.35%	25.45%	28.84%	183	184	214
Pacific Islander	1.66%	1.24%	1.08%	12	9	8
White	28.53%	26.69%	24.66%	206	193	183
Two or More Races	14.82%	13.55%	13.34%	107	98	99
Not Reported	2.35%	2.35%	2.02%	17	17	
<b>Total Enrollment</b>				<b>722</b>	<b>723</b>	<b>742</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	357	356	371
Grade 8	365	367	371
<b>Total Enrollment</b>	<b>722</b>	<b>723</b>	<b>742</b>

#### Conclusions based on this data:

1. There is a slight increase in enrollment from 722 in 2021-22 to 742 students in 2023-24 for a net gain of 19 students.
2. The Hispanic and Latino student population increased the most from 183 to 214 between 2021 and 2023-24 for a net gain of 31 students, demonstrating an increase in diverse enrollment.
3. There is a trend of decrease of the White student population from 2021 to 2023-24 indicating a loss of 23 students, which is indicative of the shift to a more diverse school demographic over the same time period.

# 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	20	13	10	1.7%	2.8%	1.3%
Fluent English Proficient (FEP)	56	72	89	6.9%	7.8%	11.9%

### Conclusions based on this data:

1. The number of English Language Learners from 2021-22 to 2023-24 has no negligible trend from 1.7% to 1.3% over a three year period. Thought the actual number of ELL students decreased by 50 percent over the same time period. The ELL data shows significant growth between proficiency levels which is not indicated here.
2. The number of FEP students has increased over a three year trend from 2021-22 to 2023-24. This was a noted at a 3.% increase of FEP students, which equals 33 students. This indicates a potential area of focus to support students moving from FEP to RFEP in the ELD advanced class.
3. RFEP data is needed and currently missing for the past three years.

# 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 7	361	356	369	359	353	368	359	353	368	99.4	99.2	99.7
Grade 8	358	364	374	351	361	374	351	361	374	98.0	99.2	100
All Grades	719	720	743	710	714	742	710	714	742	98.7	99.2	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 7	2575.	2548.	2546.	19.78	12.46	10.87	39.00	37.11	40.49	30.36	30.59	25.00	10.86	19.83	23.64
Grade 8	2571.	2578.	2547.	14.53	16.34	8.29	35.61	38.50	36.36	33.62	29.36	31.02	16.24	15.79	24.33
All Grades	N/A	N/A	N/A	17.18	14.43	9.57	37.32	37.82	38.41	31.97	29.97	28.03	13.52	17.79	23.99

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 7	23.68	17.28	17.39	62.95	65.16	64.13	13.37	17.56	18.48	
Grade 8	17.09	21.33	13.64	66.67	58.17	61.23	16.24	20.50	25.13	
All Grades	20.42	19.33	15.50	64.79	61.62	62.67	14.79	19.05	21.83	



Writing Producing clear and purposeful writing									
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 7	27.02	19.55	20.11	60.72	58.92	58.97	12.26	21.53	20.92
Grade 8	14.81	20.50	13.64	64.67	60.94	55.35	20.51	18.56	31.02
All Grades	20.99	20.03	16.85	62.68	59.94	57.14	16.34	20.03	26.01

Listening Demonstrating effective communication skills									
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 7	16.16	13.31	13.59	74.09	76.77	73.37	9.75	9.92	13.04
Grade 8	13.96	19.67	12.03	78.06	71.47	77.01	7.98	8.86	10.96
All Grades	15.07	16.53	12.80	76.06	74.09	75.20	8.87	9.38	11.99

Research/Inquiry Investigating, analyzing, and presenting information									
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 7	23.40	14.16	14.67	67.13	71.10	69.02	9.47	14.73	16.30
Grade 8	21.65	23.55	15.78	67.24	63.99	71.66	11.11	12.47	12.57
All Grades	22.54	18.91	15.23	67.18	67.51	70.35	10.28	13.59	14.42

**Conclusions based on this data:**

1. The percentage of students testing in ELA CAASP remains high over a two year period 98.7 to 99.2 percent.
2. 80.95 % of students met or exceeded the standard in Reading in 2022-2023 compared to 78.17 in 2023-24 a -2.78 % decrease in overall Reading proficiency.  
  
In the area of 7th grade Reading student scores decreased from 82.44% in 2022 - 2023 compared to 81.52% at or above proficient in 2023-2024 which is a decrease of less than 1 percent at .92% in Reading over a two year period.  
  
In the area of 8th grade Reading student scores 79.5 % at or above proficient in 2022-2023 compared to 74.87% in 2023-2024 at or above proficient, decrease of -.4.63% percent at or above proficient for 8th grade students.  
  
These scores indicate that there has not been much change in 7th grade but 8th grade continues to need more focus with a notable decrease in Reading scores on the most recent year over year percent proficiency of students on the SBAC test given to them.
3. In the area of Writing overall 79.97% of students were proficient in 2022-2023 compared to 73.99% proficient or above in 2023-2024 which was a decrease of - 5.9 % in writing overall.  
  
In the area of Writing 7th grade students scored 78.47% at or above proficient in 2022-2022 compared to 79.08 % in 2023-24 for an increase of +0.61%.  
  
In the area of Writing 8th grade students scored 81.44% at or above proficient in 2022-2023 compared to 2023-2024 68.99% a decrease of -12.45%

It appears the overall decrease in overall Writing was primarily due to the decrease in 8th grade students who were at or above proficient in 2022-2023 school year. The writing program needs direct attention as the same students had low scores in 7th grade. .

In the area of Research, analyzing and presenting information overall students scored 86.42 % at or above proficient on the CAASPP test in 2022-2023 compared to 85.58 % in 2023-2024, which was a decrease of -0.84% overall.

In the area of Research, analyzing and presenting information for 7th grade students scored 85.26 % in 20122-2023 at or above proficient on the CAASPP test as compared to 83.69 % in 2023-2024 which was a decrease of -1.57 %.

In the area of Research, analyzing and presenting information for 8th grade students scored 87.54 % in 2022-2023 at or above proficient on the CAASPP test as compared to 87.44 % in 2023-2024 with a slight decrease of -.1 %.

In a year over year comparison of Research and analysis scores the decrease in achievement was smaller than previous years. That said this is still an area of need.

# 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 7	361	356	369	358	353	368	358	353	368	99.2	99.2	99.7
Grade 8	358	364	373	350	361	373	350	361	373	97.8	99.2	100
All Grades	719	720	742	708	714	741	708	714	741	98.5	99.2	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 7	2540.	2531.	2534.	18.16	14.16	15.22	22.35	25.78	24.73	29.89	27.48	31.25	29.61	32.58	28.80
Grade 8	2535.	2539.	2531.	12.86	14.40	13.67	16.57	19.39	14.48	30.29	28.81	31.64	40.29	37.40	40.21
Grade 11															
All Grades	N/A	N/A	N/A	15.54	14.29	14.44	19.49	22.55	19.57	30.08	28.15	31.44	34.89	35.01	34.55

Concepts & Procedures Applying mathematical concepts and procedures									
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 7	19.27	15.86	14.95	51.96	52.97	53.26	28.77	31.16	31.79
Grade 8	11.14	11.08	10.72	59.71	58.73	52.55	29.14	30.19	36.73
Grade 11									
All Grades	15.25	13.45	12.82	55.79	55.88	52.90	28.95	30.67	34.28

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	17.32	15.86	14.40	57.54	57.51	61.14	25.14	26.63	24.46
Grade 8	12.86	17.45	11.26	56.57	56.51	59.52	30.57	26.04	29.22
All Grades	15.11	16.67	12.82	57.06	57.00	60.32	27.82	26.33	26.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 7	16.76	15.86	13.86	67.88	63.74	68.21	15.36	20.40	17.93
Grade 8	9.14	11.36	11.26	66.29	60.94	65.68	24.57	27.70	23.06
All Grades	12.99	13.59	12.55	67.09	62.32	66.94	19.92	24.09	20.51

**Conclusions based on this data:**

- Participation rates on the Math CAASPP remain high year over year ranging from 98.5 to 99.9 percent participation from 2021-22 to 2023-24.
- In 2022-2023 36.84 % of All students met or exceeded the CAASPP Math standard while 34.01% in 2023-2024 met or exceeded the Math standard in 2023-2024 a slight increase of -2.83 percent.  
  
During 2022-23 33.79% of 8th grade students met or exceeded the standard on the CAASPP math test While 28.15% of 8th grade students met or exceeded the Standard in 2023-24, which was a -5.64 % decrease year over year for 8th grade students.  
  
During 2022-23 of 39.94% 7th grade students met or exceeded the standard on the CAASPP math test While 39.95% of 7th grade students met or exceeded the Standard in 2023-24, which was a 0.01% increase year over year for 7th grade students
- A significant number of students in 7th and 8th grade are below the standard year of year which is an area of identified need and focus, 32.58% in 7th grade in 2022-23 compared to 28.8% in 2023-24, which was an decrease of below the standard scores for 7th grade students by 3.78 %, a trend that is heading in the right direction in math for 7th grade students.  
  
However the 8th grade the percentage increased from 37.4% not met in 2022-2023 to 40.21% percent not met in 2023 -2024 which was an of better decrease of scores by 2.81%. More focus is needed in math.

# 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://www.cde.ca.gov/ta/tg/ela/elpac/) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	*	*	*	*	*	*	*	*	*	7	5	10
8	*	*	*	*	*	*	*	*	*	10	9	6
All Grades										17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	7.14	0.00	35.29	35.71	50.00	17.65	28.57	31.25	29.41	28.57	18.75	17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	21.43	25.00	35.29	42.86	43.75	17.65	21.43	12.50	23.53	14.29	18.75	17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	0.00	0.00	17.65	28.57	25.00	29.41	28.57	31.25	41.18	42.86	43.75	17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	0.00	12.50	64.71	78.57	62.50	23.53	21.43	25.00	17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	42.86	50.00	35.29	50.00	37.50	23.53	7.14	12.50	17	14	16

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	8.33	0.00	23.53	25.00	46.67	47.06	66.67	53.33	17	12	15

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
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	6.25	82.35	85.71	68.75	17.65	14.29	25.00	17	14	16

**Conclusions based on this data:**

1. ELPAC scores are below the significant threshold of statistical meaningful data at 10 or less, which is not reportable by grade level.
2. The total number of students tested in all grades has fluctuated between 14 and 16 year over year. from 2022-2023 to 2023-2024, a gain of 2 students.
3. ELD data is more formative due to the low class size and reviewed within the classes by the teachers for direct inquiry, reflection and targeted instruction. That said, the trend of overall proficeimcy is upward across domains in a three yer period from 2021-2022 to 2023-2024.

# School and Student Performance Data

## Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
742	44.9%	1.3%	0.3%
Total Number of Students enrolled in Golden West 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	1.3%
Foster Youth	2	0.3%
Homeless	5	0.7%
Socioeconomically Disadvantaged	333	44.9%
Students with Disabilities	93	12.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	12.5%
American Indian	4	0.5%
Asian	28	3.8%
Filipino	98	13.2%
Hispanic	214	28.8%
Two or More Races	99	13.3%
Pacific Islander	8	1.1%
White	183	24.7%

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students are the largest subgroup population at 44.9 percent, which is a mix of different groups.

2. Our Hispanic population has now become the largest demographic group by race at 28.8%, followed by White 24.7% which is declining, then Two or more races at 13.3%, Filipino at 13.2 % and African American at 12.5% and Asian at 3.8%.
3. Homeless and Foster Youth percentages reported are extremely small. English Language Learners increased to 1.3 %. Students with Disabilities are at 12.5 %.



# School and Student Performance Data

## Overall Performance






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### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. According to the data the proficiency scores in math remained the same in the orange level, however English Language Arts decreased. This is an area of new focus on our site , particularly in writing. The math department is continuing to focus on increasing scores in math.
2. Our Suspension Rate between 2022-2023-and 2023 -2024 has decreased. and the trend is in the right direction during the 2024-2025 school year as well.

3. Chronic Absenteeism for the prior year has decreased by one level.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>10.3 points below standard</p> <p>Declined 15.6 points</p> <p>703 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>68.4 points below standard</p> <p>Maintained 0.6 points</p> <p>29 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>126.3 points below standard</p> <p>Increased 11.9 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>32.3 points below standard</p> <p>Declined 18.8 points</p> <p>322 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>119.8 points below standard</p> <p>Declined 24.1 points</p> <p>88 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>48.8 points below standard</p> <p>Declined 16.1 points</p> <p>83 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>24.2 points above standard</p> <p>Declined 22.6 points</p> <p>28 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>30.6 points above standard</p> <p>Declined 26.8 points</p> <p>96 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>31.3 points below standard</p> <p>Declined 11.9 points</p> <p>206 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>9.9 points below standard</p> <p>Declined 34.6 points</p> <p>97 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>4.8 points above standard</p> <p>Maintained -1.2 points</p> <p>168 Students</p>

**Conclusions based on this data:**

1. Overall all our students decreased by 11.6 points when combined on the ELA CAASPP exam in 2022-2023 exam. Socioeconomically Disadvantaged students decreased by 14.7 points in a year to year comparison.
2. It is notable that Students with Disabilities scored 57.5 points below the standard, clearly an area of need. It is also notable that African American students scored 32.7 points below the standard a negligible 0.1 change.
3. Current English Learners, 11 students scored 81.3 . points below the standard. While Reclassified Fluent English Proficient students scored 24.3 points, a significant change. English Only students decreased 11.2 points.

# School and Student Performance Data

## Academic Performance Mathematics

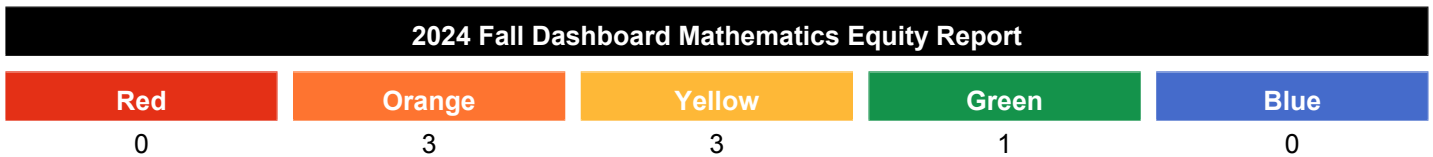
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>41.3 points below standard</p> <p>Maintained -2.4 points</p> <p>703 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>116.6 points below standard</p> <p>Increased 3.6 points</p> <p>29 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>195.5 points below standard</p> <p>Declined 11.8 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>64 points below standard</p> <p>Increased 3 points</p> <p>322 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>147.3 points below standard</p> <p>Increased 5.7 points</p> <p>88 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>82.2 points below standard</p> <p>Increased 4.8 points</p> <p>83 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>23.8 points above standard</p> <p>Increased 3.4 points</p> <p>28 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>3.1 points below standard</p> <p>Declined 31.3 points</p> <p>96 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>73.4 points below standard</p> <p>Declined 3.2 points</p> <p>206 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>29.9 points below standard</p> <p>Maintained -1 points</p> <p>97 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>23.1 points below standard</p> <p>Increased 10.3 points</p> <p>168 Students</p>

**Conclusions based on this data:**

1. The math results were mixed overall with 3 orange groups S/W D, Hisp and Two or more races, 3 yellow groups, SED, AA and Filip.and 1 green group White..
2. Students with Disabilities scored the lowest on the exam followed by the other sub group populations Hispanic, and Two or More Races. scored the lowest on the test. That said, several groups increased their points though they remained below the standard.
3. White students did the best on the Math test followed by Filipino, African American and Socially Economically Disadvantaged students, which is a large part of our student population.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 72.7% making progress. Number Students: 11 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 9 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
9.1%	18.2%	0%	72.7%

### Conclusions based on this data:

1. The performance data tracked here is a very small population size when broken down by grade levels. That said 72.7 % of students progressed at least one level which was a 20% year over year gain.
2. 9.1% of 11 students decreased a level which is approximately 1 students. The population size is small and usually is not tracked as it makes the students identifiable in the data. The trend though is in the right direction as there was one less student who decreased their score in the testing year 2023-2024.
3. 18.2 % of the 11 students maintained their level, which is approximately 1 student. THE ELD teacher in the classroom knows who these students are and will work with them to improve.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A.
2. N/A
3. N/A



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>19.2% Chronically Absent</p> <p>Increased 0.7</p> <p>783 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>28.6% Chronically Absent</p> <p>Declined 0.8</p> <p>21 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Declined 0.6</p> <p>14 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>25.3% Chronically Absent</p> <p>Increased 1.7</p> <p>376 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>29.6% Chronically Absent</p> <p>Increased 2</p> <p>98 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>18.3% Chronically Absent</p> <p>Increased 2.6</p> <p>104 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>12.9% Chronically Absent</p> <p>Increased 6.7</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>4.9% Chronically Absent</p> <p>Declined 1.2</p> <p>103 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>24.2% Chronically Absent</p> <p>Declined 1.4</p> <p>227 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>17.9% Chronically Absent</p> <p>Maintained -0.4</p> <p>117 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>22.9% Chronically Absent</p> <p>Increased 2.3</p> <p>188 Students</p>

### Conclusions based on this data:

1. Our Long Term English Learners had the highest rate of absenteeism by demographic group but their total number of students was low at 35.7% of 14 students which was 5 students. That said it was a significant amount of students for their population and should be addressed.
2. Our next highest Chronic Absent students were noted as the Students with Disabilities at 29.6% of 88 students or 26 students, which is a significant number of absent students for their group. The next largest absent group was Socially Economically Disadvantaged at 25.3% of 376 students or 95 students. Clearly there is overlap in the Socially Economically Disadvantaged across all groups of students who are Chronically absent.
3. Overall though our Chronically Absent Students decreased from 2022-2023 to to 2023-2024 from the red level to orange level, which was a better trend for our school. This can be attributed to our Hispanic and Filipino students being less absent in 2023-2024 compared to 2022-2023 and our overall population size increasing during the period examined.

Attendance is an on-going area of concern especially for our Socially Economically Disadvantaged Students and our Students with Disabilities. The SART and SARB programs will help address this issue as usual. Seeking alternate ways to reach families, such as through the ELAC committee and newly formed PTSA, will assist our school with communicating the importance of school attendance to our families. Attendance data is directly related to student achievement. Low attendance equates to lower achievement and vice versa.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. N/A
2. N/A
3. While Graduation Rates are not applicable to middle school, student performance and CTE pathways are tracked. These factors do contribute to long term success and graduation rate. Our continued focus on increasing achievement and looking for ways to change the elective program to include CTE introductory courses will contribute to even greater success for students overall in high school graduation rates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

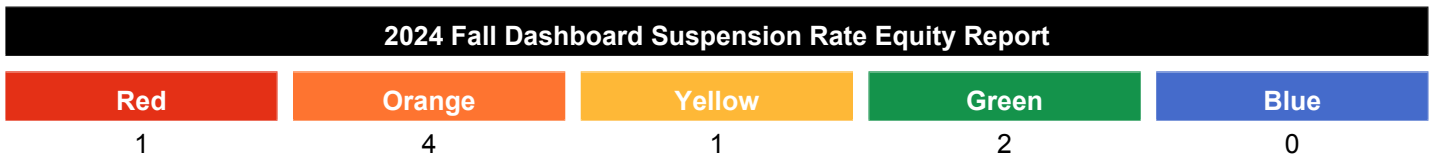
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 1.1%</p> <p>791 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>19% suspended at least one day</p> <p>Increased 13.8%</p> <p>21 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>28.6% suspended at least one day</p> <p>Increased 28.6%</p> <p>14 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>11.6% suspended at least one day</p> <p>Increased 2.8%</p> <p>379 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>17.3% suspended at least one day</p> <p>Increased 6.3%</p> <p>98 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>11.3% suspended at least one day</p> <p>Declined 1.1%</p> <p>106 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Increased 6.5%</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Maintained -0.1%</p> <p>105 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>9.2% suspended at least one day</p> <p>Increased 3.1%</p> <p>229 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 4%</p> <p>118 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>9% suspended at least one day</p> <p>Increased 3.8%</p> <p>189 Students</p>

**Conclusions based on this data:**

1. The Suspension Rate overall was over 10% in 2019. During COVID the rate declined. Since COVID the rate increased year over year from 5.5% in 20221-22 to 7.8% in 2023-2024. Though the rate increased it is still below the 10% mark. During the 2024-2025 school year (data not shown here) the trend is declining again. Specifically the number of students who were suspended for making threats or participating in acts of violence is on the decline.
2. Long term English Learners at 28.6% of 14 students (4 students) were at the highest rate of suspension followed by Students with Disabilities at 17.3 % of 98 students (17 students) suspended,
3. It is notable that the RAte of African American students suspended during the 2023-2024 school year declined by 1.1%.

# 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.

<p><b>Academic Achievement</b> English Language Arts</p> <p>The English department determined that while our students are not currently on the ATSI (Additional Targeted Support and Improvement) they have identified gaps in the All student category and Students with Disabilities. They will focus on tracking progress on the CAASPP and MAP exams year over year.</p> <p>All students will increase their scores on the CAASPP:</p> <p>(i) By the spring of 2024, students in English will increase their ELA Scores from 49.9% to 59.9% at or above proficiency, a ten percent gain.</p> <p>Special Education Students will increase their scores on the CAASPP:</p> <p>(ii) By the spring of 2025, Special Education will increase their ELA Scores from 9% at or above proficient to 19%, for a 10 percent gain.</p>
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### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.
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### 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.

Closing the achievement gap for our students groups such as our African American, Hispanic and Latino and Students with Disabilities, even though we are not on ATSI, we recognize the existing achievement gap among these groups and have developed strategies to address their needs in our plan.
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### 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
ELA CAASPP (All Students)	All students scored 49.9% at or above proficient on the Spring 2023 ELA CAASPP.	By Spring 2024, 59.9% of all students will be at or above proficient on the 2023-2024 ELA CAASPP, for a 10 % gain. Actual Sp 2024 (47.98%) Decline in 1.92%
ELA CAASPP (Special Education Students)	Special Education students scored 9% at or above proficient on the Spring 2023 ELA CAASPP.	By Spring 2024, 19 % of all students will be at or above proficient on the 2023-2024 ELA CAASPP, for a 10 % gain. Actual Sp 2024 (8.14% ) Decline in 0.86%

ELPAC (English Language Learners)	Individualized	<p>Students in ELD classes will improve their ELPAC scores over their previous year's scores.</p> <p>The scores of ELL students are based on small numbers of students there was an increase in leveled growth noted in overall performance year over year.</p> <p>Actuals: Year over Year</p> <table border="0"> <tr> <td>2022-2023</td> <td>2023-2024</td> </tr> <tr> <td>Level 4 7.14% (change 7.14%)</td> <td>Level 4 0</td> </tr> <tr> <td>Level 3 35.71% (change 14.29%)</td> <td>Level 3 50%</td> </tr> <tr> <td>Level 2 28.57% (change 2.68%)</td> <td>Level 2 31.25%</td> </tr> <tr> <td>Level 1 28.57% (change 9.82%)</td> <td>Level 1 18.75%</td> </tr> </table> <p>The changes year over year are in the area of growth. Students who are no longer in Level 4 have reclassified. Students in level 3 have moved up from level 2. Students in level 2 have moved up from level 1. Level one has less students as a result.</p>	2022-2023	2023-2024	Level 4 7.14% (change 7.14%)	Level 4 0	Level 3 35.71% (change 14.29%)	Level 3 50%	Level 2 28.57% (change 2.68%)	Level 2 31.25%	Level 1 28.57% (change 9.82%)	Level 1 18.75%
2022-2023	2023-2024											
Level 4 7.14% (change 7.14%)	Level 4 0											
Level 3 35.71% (change 14.29%)	Level 3 50%											
Level 2 28.57% (change 2.68%)	Level 2 31.25%											
Level 1 28.57% (change 9.82%)	Level 1 18.75%											
ELA MAP (All Students)	55% of all students scored Median Distribution of Achievement on the MAP ELA exam during the 2023 Fall exam.	There will be an increase of 10% on the MAP ELA exam from 55% to 65% on the Winter 2024 MAP ELA exam Actual Sp 2024 (52%). Decline 3% Median Distribution										
MATH CAASPP (All Students)	<p>7th-grade students scored at 39.4% at or above proficient on the Math CAASPP exam in Spring 2023.</p> <p>8th-grade students scored at 33.2% at or above proficient on the Math CAASPP exam in Spring 2023.</p>	<p>By Spring 2024, 49.4% of 7th grade students will be at or above proficient on the Math CAASPP, for a 10% gain.</p> <p>Actual Sp 2024 7th grade (39.95%) Increase 0.5%</p> <p>By Spring 2024, 43.2% of 8th grade students will be at or above proficient on the Math CAASPP, for a 10% gain.</p> <p>Actual Sp 2024 (28.15%) Decline -5.05%</p>										
Math CAASPP (Special Education Students)	Special Education Students scored 5.6% at or above proficient on the 2023 Math CAASPP.	By spring 2024, special education students will increase their math scores to 15.6% at or above proficient on the Math CAASPP, for a 10% percent gain.										

		Actual Sp 2024 (4.65%) Decline -0.95%
Math MAP (All Students)	59% of all students are at or above proficient as of Fall 2023 MAP Math exam Median Distribution	By the Winter 2024 there will be a 10% gain from 59.% at or above proficient to 69% for a 10% gain .  Actual Sp 2024 (54%) Decline 5% Median Distribution
California Science Test (CAST) (All Students)	NLT (No later than) Spring 2023 63.86% of All GW Life Science Students scored near or above the standard on the CAST achievement test in Life Science.  NLT Spring 2023 66.48% of All GW Physical Science Students scored near or above the standard on the CAST Achievement Test in Physical Science.	NLT (No later than) Spring 2024 73.48% of All GW Life Science Students will score near or above standard on the CAST achievement in the Life Science Domain, for a 10 % gain on the CAST.  Actual Sp 2024 (91.69% ) scored near or above on the  CAST. Overall Actual: Gain of 27.83%  NLT Spring 2024 76.48% of All GW Physical Science Students will score near or above the standard in the Physical Science (PS) Domain, for a 10 % gain on the  CAST Pys Sci. Actual: Sp 2024 (60.59% ) scored near or above for a Decline of -5.89%.
California Science Test (CAST) (African American and Hispanic and Latino Students)	Science Sub Goal 1 2024/2025 GW Science DEPT will increase CAST achievement score by 10% for low-performing subgroups.  In Spring 2023, 37.08% of African American students scored near or above the standard Life Science Domain, and 41.67% near or above in Physical Science Domain, and 62.5% in the Earth and Space Science Domain.  • ----- -----  In Spring 2023, 50.62% of Hispanic/Latino students scored near or above the standard in the Life Science Domain and 51.85% scored near or above the standard in the Physical Science Domain, 64.2% scored near or above the standard on the Earth Science domain.	By Spring 2024 47.08 % of African American students will score near or above the standard in the Life Science Domain, and 51.67% will score near or above the standard in the Physical Science Domain and 72.5% will score near or above on the Earth Science Domain of the CAST, for a 10% gain each.  Actuals: Sp 2024 (37.25% ) of African American students scored near or met the standard on the CAST Life Science a Gain of .17 %.  Physical Science:41.17% of African American students scored near or above the standard on the Physical Science Domain: a Decline of .5%  Earth Science: 40.02% of African American students scored near or above the standard on the Earth Science Domain: a Decline of 22.48%



		<ul style="list-style-type: none"> <li>-----</li> <li>-----</li> </ul> <p>By Spring 2024, 60.62 % of Hispanic/Latino students will score near or above the standard in the Life Science Domain, for a 10% gain and 61.85% will score near or above the standard in the Physical Science Domain on the CAST for a 10% gain.</p> <p>Actual Sp 2024 (38.47%) of Hispanic and Latino students scored near or above the standards in Life Science for a Decline of 12.15%</p> <p>Physical Science: 55.86% of Hispanic and Latino students scored near or above the standard of the Physical Science Domain for a Gain 4.01 %</p> <p>Earth and Space Science (58.55%) of Hispanic and Latino students scored near or above the standard on the Earth Science Domain for a Decline of 5.7%.</p>
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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>English Language Arts</p> <p>English Language Arts Strategies for All students include:</p> <p>Writing Strategies:            (i) English teachers will target writing instruction with students in various genres, including Argumentative, Narrative, and Explanatory.            (ii) Provide written supports such as graphic organizers, anchor papers, anchor charts, and writing frames for students to refer to during instruction.</p> <p>**Change: English teachers developed a literacy plan that includes looking at formative benchmarks (paragraph writing regularly) They plan on reviewing paragraph writing to determine if strategies they are using are working and if not</p>	All Students, Special Education Students and English Language Learners	<p>District Funded            5800: Professional/Consulting Services And Operating Expenditures            Professional Development            ELA            15000</p> <p>District Funded            5800: Professional/Consulting Services And Operating Expenditures            Professional Development            ELD            40000</p> <p>Title III Part A: Language Instruction for LEP Students            1000-1999: Certificated Personnel Salaries</p>

<p>what else can be done to further improve student writing.**</p> <p>Reading Strategies:  (iii) English teachers will teach from a diverse selection of texts.  (iv) Teachers will use various strategies to encourage students' responses to text (i.e. Small group and partner discussions, whole class discussions, and written responses.</p> <p>English Language Arts Strategies for Special Education Students include:</p> <p>(v) English teachers will collaborate with their special education co-teachers and case managers to ensure that IEP goals are addressed and accommodations and modifications are understood and implemented with their support.</p> <p>Student Support Strategy:</p> <p>(vi) Teacher tutoring during the day and before and after school is offered by teachers. Office hours are posted on the school website. There is an After School Tutoring program that includes Teacher Tutors and student tutors focused on Math, ELA and Science improvement.</p> <p>Staffing Strategies:  (vii) Co-taught ELA classes are used to address students with special education needs in the area of English Language Arts.  (viii) Math Reading Lab is used to address the needs of special education students who have an IEP goal requiring additional reading instruction.</p> <p>Professional Development for staff:</p> <p>(ix) The Education Services Department previously secured professional development training for the English Language Arts Department to facilitate the implementation of Literature Circles.</p> <p>A Follow-up Professional Development training could be helpful. Facilitate teacher collaboration on Literature Circle strategies to improve learning. Teachers plan Literature Circles, implement standards, and engage in analysis of practice and share ideas with each other.</p> <p><b>**Change**</b></p> <p><b>**Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. **</b></p>		<p>Staffing 2 ELD Sections. .4 FTE  120000  Special Education  2000-2999: Classified  Personnel Salaries  Staffing Cotaught ELA- 6 sections, 1.2 FTE  20000  Special Education  1000-1999: Certificated  Personnel Salaries  Staffing Math Reading Lab 1 Section Combined, .2 FTE</p>
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\*\*It is recommended that professional development be provided for the ELA department with release time to work on answering the essential questions: (Dufour)\*\*

- Question 1: What is it we expect students to learn?
- Question 2: How will we know when they have learned it?
- Question 3: How will we respond when they don't learn?
- Question 4: How will we respond when they already know it?

In the above the focus (#1) is on writing, but be expcould be expanded to reading.

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#### English Language Development

English Language Development Strategies for English Language Learners include:

##### Writing Strategies:

- (i) Students in ELD classes will improve their individual ELPAC scores over their previous year's scores.
- (ii) Provide written supports, such as a Grammar Wall, anchor charts demonstrating various verb tenses, etc.

##### Reading Strategies:

- (iii) The Teacher will provide reading practice to develop reading skills in English, focusing on the content curriculum as appropriate (science and social science).

##### Staffing Strategy:

- (iv) 2 sections will be provided for ELD instruction to separate students by Language Proficiency levels.

##### Professional Development:

- (v) The TUSD leadership has hired a specialist to provide training to ELD teachers. The curriculum, materials, and lesson plans provided, as well as the ongoing training, has been instrumental in improving our ELD program at GW. ELD teachers will continue to use the program, supplementing with reading lessons as needed based on student needs.

<p><b>1.2</b></p>	<p><b>Math</b></p> <p>Math Strategies for All students in 7 and 8th grades include:</p> <p>(i) Math students will practice with interim block assessments to improve CAASPP scores in the spring. MAP accelerator assignments will also be assigned to improve scores in Operations, Algebraic Thinking, and Real and Complex number Systems.</p> <p>(ii) Tasks were assigned in MAPS Accelerator to support those working on learning the Real and Complex Number Systems and Operations and Algebraic Thinking sub-categories.</p> <p>Math Strategies for Special Education Students in 7-8 grades include:</p> <p>(iii) Students with Standards are Not Met on CAASPP in the sub-categories of The Real and Complex number Systems and Operations and Algebraic Thinking will be pulled out bi-weekly to work on skills with the Teacher on Special Assignment. (This practice began in 2024 and continues in 2025) One teacher was given an 2 sections for math intervention.)</p> <p>(iv) Math teachers will collaborate with their special education co-teachers and case managers to ensure that IEP goals are addressed and accommodations and modifications are understood and implemented with their support.</p> <p><b>**Change:</b> Math teachers were given release time in December to work on developing formative benchmarks to guide their practice. Benchmark results will be gathered, reflected upon and reported from January 2025 onward. The department has shift their focus to slope and integers as identified areas of need.**</p> <p>Additional Support Strategy:</p> <p>(vi) Teacher tutoring during the day and before and after school is offered by teachers. Office hours are posted on the school website.</p> <p>Staffing Strategy:</p> <p>(vii) Co-taught Math classes are added to address special education students' needs in the area of math.</p> <p>(viii) Math Reading Lab is part of the program and used to address the needs of students with disabilities with goals that require Math.</p> <p>(ix) A Teacher on Special Assignment will include focus on targeted pull out instruction for students with identified need, math staff support, and</p>	<p>All Students, Special Education Students 7-8 grades, and Title 1 Students</p>	<p>40000  Title I Part A: Disadvantaged Students  1000-1999: Certificated Personnel Salaries  Staffing Math 2 sections of Math Intervention and 1 1 Release .8 FTE TOSA  17000  District Funded  5800: Professional/Consulting Services And Operating Expenditures  Professional Development  Math</p> <p>Special Education  1000-1999: Certificated Personnel Salaries  Staffing Cotaught Math 6 Sections, 1.2FTE  20000  Title I  1000-1999: Certificated Personnel Salaries  1 Guidance Section, .2 FTE</p>
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	<p>expansion of school climate and culture activities through increased WEB and leadership activities.</p> <p>Math Strategies for Title 1 students include:</p> <p>(x) Class Size Reduction is used to reduce the sizes of Math 7 and Math 8 classes to help address the needs of Math students.</p> <p>Professional Development / In-Service strategy for our Staff:</p> <p>(xi) The TUSD District supports a Math Trainer the Solano County Office of Education to work with the Math department on pacing guides, implementation of interim block assessments, and training in the Thinking Classroom pedagogy. Facilitate teacher collaboration on instructional Thinking Classroom strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms.</p> <p><b>**Math teachers were given additional release time to work with their Math Coach Jan. 2025. The Math coach from SCOE made plans to teach cotaught teachers how to approach the math task in addition to the Thinking Classroom.**</b></p>		
<p><b>1.3</b></p>	<p>Science</p> <p>All students Strategies for Science include:</p> <p>Life Science/Physical Science Strategy</p> <p>(i) NLT 2024 FEB 08 LS and PS Common Assessments administered aligned to CAST domains.</p> <p>(ii) NLT 2024 FEB Identify High Yield Visible Learning Strategies.</p> <p>(iii) NLT 2024 MAR Implement and Innovate Visible Learning Strategies.</p> <p>Physical Science Strategy Only</p> <p>(iv) NLT 2024 MAR 28 Interim practice CAST administered to grade 8.</p> <p>African American and Latino/Hispanic students' strategies include:</p> <p>(v.) NLT FEB 2024 Identify Low Performing Students using Common Assessment Data and Develop Targeted Interventions.</p> <p>(vi) NLT MAR 2024 Implement Targeted Interventions for Low-Performing Students</p>	<p>All Students, African-American Students, Hispanic and Latino Students</p>	

	<p>Professional Development /In Service Strategy for Staff:</p> <p>(vii) The Science Department has many new members. They could benefit from Professional Development in Science for instructional strategies that target low-performing African-American, Hispanic, and Latino students. Facilitate teacher collaboration on instructional strategies to improve learning. Regularly collect, analyze, and use assessment data to inform classroom instruction and appropriately place and exit students from intervention and support programs. Monitor student progress and achievement. Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms.</p>		
1.4	We have a Guidance class that is used to support students who have low achievement and are struggling academically.		
1.6			

## 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 scores in Math (slight gain) and ELA (slight loss) on the CAASPP test indicated a slight drop or a slight gain. The overall effectiveness of the strategies implemented were not as expected. As such during the 2024-2025 school year the ELA and Math departments re-wrote their strategies and created benchmark exams to begin tracking data in the Spring semester of 2025. \*\* See changes in the plan ELA 1.1 (ii) / (iX) and Math 1.2 (ii).\*\* 1.2 (iX)

On the CAST test there were mixed results. There was a gain overall of over 27% in near or exceeding the standard. However the demographic groups measured showed a slight gain for African American students of .17% in Life Science and Hispanic and Latino students had a 4.06% gain in Physical Science. The science department will need to continue their efforts to support students in the Earth Science and Life Science domains further where there was noted declines. PLC time to review these results further and implement a cycle of inquiry to improve and inform instruction is recommended.

ELL students are making the most growth on the ELPAC. They are either being reclassified year over year or moving up through the proficiency levels. The targeted instruction with explicit language acquisition strategies and teacher experience are notable.

Actuals: Year over Year on the ELPAC

2022-2023	2023-2024	
Level 4 7.14%	Level 4 0	(change 7.14%)

Level 3	35.71%	Level 3	50%	(change 14.29%)
Level 2	28.57%	Level 2	31.25%	(change 2.68%)
Level 1	28.57%	Level 1	18.75%	(change 9.82%)

The changes year over year are in the area of growth. Students who are no longer in Level 4 have reclassified. Students in level 3 have moved up from level 2. Students in level 2 have moved up from level 1. Level one has less students as a result.

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

Given the lack of significant progress and time allocated for direct reflection, more funds in the 2024-2025 school year are being allocated for Professional Learning release time to staff so they could write benchmark exams and change their teaching strategies as a result of not meeting expectations. It is projected that more funds and/or time for release or PLC dedicated time is needed to get better results.

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.

As stated above more funds will need to be allocated for release time and/or dedicated time given to staff to reflect more thoroughly on their practice. PLC time is recommended to allow staff more structured time to reflect on practice.

# 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.

#### **Socio-Emotional Wellness**

Provide a safe school climate and culture through increased focus on WEB, Leadership class activities, and Wellness Center implementation. We will Increase participation and satisfaction in WEB and Leadership events to 75% satisfaction of those who attended events and increase event participation from the prior year by 10%.

Moreover, the use of the Wellness Center will increase will increase 10% and student exit surveys will indicate that 75% of students who used the Wellness Center believe they learned new strategies for emotional regulation by Spring 2025.

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

LCAP goal to which this school goal is aligned.

Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

### 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.

Providing an environment that is safe and a school climate and culture that is welcoming and conducive to learning is an area of focus for our site. While we are not currently in ATSI we do recognize the need to address our student groups that exhibit a greater need such as our African American, Hispanic and Latino and our students with disabilities. As a result we are implementing strategies to address these groups in our plan.

### 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
<p>Increased number of Leadership Events and less incidents on campus and measured by SWIS.</p>	<p>Compare the level of incidents on campus year over year that resulted in suspension.</p> <p>During the 2022-2023 School year there was 68 incidents of fighting, aggression and/or threats toward another person.</p>	<p>We will decrease the number of incidents on campus that resulted in suspension by 10% year over year.</p> <p>The most frequent suspension on our campus has been for aggression and violence or threats toward another person. Primarily students fighting. The WEB and Leadership events are designed to provide a positive school culture and climate that increase interest in fun activities and decrease interest in engagement in unwanted behaviors.</p> <p>During the 2023-2024 School year there was 68 incidents of fighting, aggression and/or threats toward another person. The expectation is to reduce this rate by 10% to approximately 7 less incidents to equal 61 incidents.</p> <p>During the 2024-2025 school year we currently have 10 incidents.</p> <p>That is an overall decrease is 85% as of January 2025. This is an amazing accomplishment that can be attributed to increase WEB, Leadership and PBIS activities on site.</p>
<p>Wellness Exit Surveys of students to determine use of self regulation/coping skill strategies.</p>	<p>Increase effective use of the Wellness Center as noted by students indicating they have learned new emotional regulation strategies after using the Wellness Center as measured by Wellness Exit Surveys during the 2023-2024 school year.</p>	<p>The use of the Wellness Center will increase will increase 10% and student exit surveys will indicate that 75% of students who used the Wellness Center believe they learned new strategies for emotional regulation by Spring 2025.</p>

## 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	<p>Improve the instructional program and school climate:</p> <p>(i) Train new and returning WEB leaders with updated transitional program training for our students through the Boomerang project or similar WEB training program.</p> <p>(ii) Continue to increase WEB activities on site for all students and track participation through Virtual Dean software tracking use at events.</p> <p>(iii) Use the Wellness Center to provide safe spaces for students to deescalate and develop their wellbeing.</p>	All Students, African American, Hispanic and Latino and Students with Disabilities	7000 LCAP 5800: Professional/Consulting Services And Operating Expenditures The Boomerang Project WEB Training 2025-2026
2.2	<p>Help students navigate the complex path toward success in post-secondary education and living wage careers:</p> <p>(i) Provide career exploration through Counseling and Elective program partnerships of developing awareness and implementation.</p> <p>(ii) Work with community partners to take 8th grade students to community center to participate in the Inspire 8 Career Fair.</p>	All Students, African American, Hispanic and Latino and Students with Disabilities	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

We used SWIS data to determine effectiveness of our efforts to decrease incidents of violence, threats and fighting on campus

Our data indicates during the 2023-2024 school year we currently have 10 incidents. That is an overall decrease of 85% of violent incidents that result in suspension since the prior year. This is an amazing accomplishment that can be attributed to increase in WEB, Leadership and PBIS activities on site.

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

Our goal was to train new WEB staff. That said we currently do not have enough funds to train additional WEB staff this year. We hope to carryover our funds if possible to send at least two staff to the WEB conference during the 2025-2026 school year.

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 changed the metric of how we were measuring the effectiveness of WEB and Leadership activities on campus. We did this by changing the metric to tracking in SWIS less incidents of suspension on campus due to a climate and culture that provides more fun activities to engage students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family Engagement

Increase family engagement, parent and student understanding and satisfaction with activities held, and programs of support offered by:

- increasing parent engagement in PTSA and school related events as tracked by sign-in sheets from baseline year by 10% by communicating the restart of PTSA and reaching out to parents.
- surveying parents to determine if 75% of parents survey are satisfied with the events/activities held by PTSA.
- surveying ELAC parents to determine ELAC parent if 75% of ELAC parents surveyed, indicate they understand and know how to use the school systems of support for their ELL students. after ELAC meetings held.
- tracking CARE solace referrals made by administration and support services staff to determine if there has been a 30% increase in referrals by the end of the 2023-2024 school year.
- reducing the number chronic absences by 10 % 2024-2025 as indicated in the reduction of Chronic Truants in the Aeries system.
- increase the number of Mustang Bucks cashed in, indicating students are demonstrating positive behaviors of being safe, kind, respectful and responsible to 4,000 cashed in by the end of the 2023-2024 school year.
- surveying students to determine if 75% of students surveyed express satisfaction of events held in order to improve school climate further.

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

LCAP goal to which this school goal is aligned.

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

### 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.

Family engagement is an essential component of ensuring our students wellbeing and academic success. Golden West Middle School currently has 7th and 8th grades only on site. As such our school community is limited to two years in length and must be rebuilt periodically, Our Parent Teacher Student Organization disbanded years ago and we have never had an English Language Learner Community. As such we are focusing our efforts on restarting the PTSO, continuing the use of Site Council and orientations, and starting a Joint English Language Learner Advisory committee with VHS.

### 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
<p>PTSA meeting agendas, parent sign in sheets and list of planned parent led activities</p> <p>Parent satisfaction survey of events held.</p>	<p>Gather baseline data on the number of parents participating in PTSA and school related events during baseline year after formation of the PTSO.</p> <p>PTSA parent satisfaction of events survey</p>	<p>Increase parent engagement in PTSA and school related events as tracked by sign-in sheets from baseline year by 10% by communicating the Restart of the PTSA, once formed, and reaching out to parents.</p> <p>75% of parents who complete surveys are satisfied with the events/activities held by the PTSA.</p>
<p>ELAC Meeting Agendas and parent sign in sheets</p> <p>ELAC Parent Survey of Student Support and Services</p>	<p>Gather baseline data of parent understanding of how to navigate the school system (learning about school systems, support and learning about school and career options for their children pre and post ELAC meetings )</p>	<p>Increase ELAC parent understanding of how to navigate the school system by 10 % form baseline understanding.75% of parents surveyed they understand and know how to use the school systems of support for their ELL students after meetings held.</p>
<p>Parent / Student Referrals to CARE Solace</p>	<p>Continue to gather data to have a compilation of referrals to Care Solace for 2023-2024 to use for comparison to the prior year..</p> <p>14 cases referred in 2022-2023. 5 cases referred to Care Solace as of 12/22/2023.</p>	<p>Increase the number of referrals to Care Solace by 30% by the end of the 2023-2024 school year. for a total of 18 referrals in order to provide more therapeutic services to families.</p>
<p>Chronic Truants as identified through the truancy/absences documented in Aeries.</p>	<p>Continue to gather data during the baseline year of 2023-2024 to compile the total chronic truancy number of students that will be used to focus on for reduction in the following year.</p> <p>9 % of students have chronic absences as of 12/22/2023</p>	<p>Reduce the number chronic absences year over year compared to prior years by 10 % 2024-2025</p>
<p>Track the use of Mustang Bucks distributed to students for demonstrating positive behaviors.</p> <p>Give students a satisfaction survey during events.</p>	<p>Continue to track the number of Mustang Bucks cashed in for semester 2 to create a baseline year total of the number of Mustang Bucks cashed in for demonstrating positive behaviors.</p> <p>1478 Mustang Bucks have been used in 1st semester of 2023-2024.</p> <p>Gather baseline data 2023-2024 to determine student satisfaction of events.</p>	<p>Increase the number of Mustang Bucks cashed in, indicating students are demonstrating positive behaviors of being safe, kind, respectful and responsible to 4,000 cashed in by the end of the 2023-2024 school year.</p> <p>75% of students survey express satisfaction of events offered.</p>

## 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	<p>(i) Work with parents in the community to restart the Parent Teacher Student Association to advise leadership, provide student activities and support staff including submission of PTSA Bylaws and giving site advice on necessary steps such as creating the PTSA charter with district 19.</p> <p>(ii) Work with the English Language Learner parents and Vanden High School to develop a joint English Language Learner Committee to teach parents how to navigate the school system and hold educational parent nights such as seen in programs such as the Parent Institute for Quality Education.</p>	All students and English Language Learners	
3.2	<p>(i) Collaborate with the site SRO to hold Cyberbullying prevention programs to educate students and parents on Cyberbullying prevention and awareness.</p> <p>(ii) Continue to hold administrative behavioral expectation presentations each semester.</p> <p>(iii) Work with parents to become aware of and to complete the Parent, Teacher, and Student School Compact on Learning Expectations.</p>	All Students	
3.3	<p>(i) Increase family awareness or programs for parents and students such as Care Solace.</p> <p>(ii) Increase participation in programs for students that are focused on Anger Management</p> <p>(iii) Work with the counseling department to identify county partners and seek family approval to implement social skills groups on site for students</p> <p>(iv) Work with families to participate in the approval of selected elective program classes for incoming 7th grade and rising 8th grade students.</p>	All students and students identified with needs through social emotional or administrative procedures.	
3.4	<p>(i) Increase and improve PBIS services by providing continued training for the MTSS / PBIS teams</p> <p>(ii) Communicate student behavioral expectations in the classrooms through student made behavioral expectation videos, posted around the school and reinforced in school events.</p> <p>(iii) Reward students for expected behaviors by the use of Mustang Bucks rewards system.</p>	All Students	1500 LCAP 1000-1999: Certificated Personnel Salaries Hourly rate as needed for PBIS
3.5	Attendance  Administrators will:	All Students	

	(i) Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates (ii) Use services of the family liaison, the nurse and health technicians, social workers, and mental health coordinator services to support families with attendance issues (iii) Use the SART and SARB processes to improve the attendance of students with chronic absences		
3.6	Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to: <ul style="list-style-type: none"> <li>Review overall data on patterns of chronic absence</li> <li>Oversee implementation of a school-wide approach to improving attendance</li> <li>Ensure that students who are chronically absent receive needed supports</li> <li>Hold parent conferences to develop plans and monitor student attendance</li> </ul>	Chronically Absent Students	No Cost
3.7			

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

During the 2024-2025 school year we made efforts to start a PTSA. We elected officers and submitted a letter to the IRS for a EIN number to legally run the PTSA. However the letter of approval was never received during the school year according to the officers elected. In the summer the principal followed up with the IRS and found that the letter was allegedly given to an officer who did not report receiving it. As such the principal worked with the IRS to dissolve the EIN number, then contacted Foxboro to get the connection to their PTSA president. The principal then learned that Foxboro was under the district 18 charter. The principal contacted the president of the district 18 charter to form the PTSA again during the 2025-2026 school year. New Bylaws were written, a nominating committee was formed, and over the course of two months a new PTSA was formed.

Several meetings of the Executive team have been held between October and January. The first family event is planned for February 28. Incoming 5th and 6th grade families will be invited to a carnival game night.

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

None of the items required budgeting for this implementation. That said since the PTSA is waiting for the new EIN through the District 19 PTSA they cannot collect funds yet. The school principal is funding the first family night until their tax EIN number is cleared.

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.

The PBIS team sent out a Family Engagement Survey in January. We are waiting for the results of the survey in order to determine the effectiveness of the implementation of PBIS from the family perspective. We are also seeking input from our parents once the PTSA first night has been held in February.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Basic Services

Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

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

LCAP goal to which this school goal is aligned.

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

### 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.

Previously there was a need to hire staff. During the 2023-2024 school year hiring processes resulted in being fully staffed for the first time in several years since before COVID. Hiring processes will continue to focus on ensuring staff are highly qualified and can address the diverse needs of our students. During the 2024-2025 school year we were short staff again and have been using long term subs to cover their positions. When school started we were 4 staff short. At present we now only 1 staff member short.

There is an on-going need to update facilities. Site based updates continue yearly through the maintenance program. The facilities master plan includes updates to G.W. beyond maintenance. The maintenance program and other grant funds were used to remove tree stumps, repair some walkways, paint some buildings, replace the shade structure covering, repair the boiler, and replace the marquee. More work is needed that is beyond the scope of the site as mentioned above and involves work documented in the facilities master plan.

The Positive Behavior Intervention Team identified and implemented site based facilities upgrades such as behavioral expectation posters, display cabinets, flags with logos, mats with logos and a sound system to help encourage positive behavior on campus. There is still a need to update the school murals, but we have not been able to find an artist that meets the vision of our school needs as of yet.

### 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
PBIS Tiered Fidelity Inventory	Tier 1 is currently at 90% Tier 1, 61% Tier 2, and 26% Tier 3.	Increase each Tier by at least 10% by the end of the 2023-2024 school year as measured by the TFI.

### 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
4.1	Continue to involve School Site Councils in the analysis of data and the development of district and	Ensure all staff hired is credentialed, receive	

	school plans, the LCAP and the Single Plan for Student Achievement (SPSA).	district and site orientation, and are prepared to implement the curriculum.	No cost
4.2	(i) Implement PBIS in secondary schools; provide training and coaching through the SCOE 3-year PBIS implementation program to develop school capacity to lead implementation (ii) Measure implementation effectiveness through use of the TFI (Tiered Fidelity Inventory)	All Students	1500 LCAP 1000-1999: Certificated Personnel Salaries PBIS training costs for certificated and classified staff when beyond the work day

## 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.

At the beginning of this year we officially received Silver Status form the state for PBIS implementation.

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

Currently we are planning on bringing the 5th and 6th grades to our school for the 2025-2026 school year. We are planning on expanding the Robotics program to 3 sections if the course sign-ups warrant it. In order to ensure equity we have proposed one teacher teach all three sections in order to form the competitive team from within all three classes. Staffing for the 2025-2026 school year is currently a projection based on enrollment. Course-sign-up nights are underway. As of January 14 4 elementary schools have engaged in course sign-ups to help determine elective actual needs. Projections have been submitted to the Ed Services department in December.

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.

The Single Plan for Student Achievement is reviewed by site council every year between November and January. There is some overlap on data shared in the Safe School Plan. Input from parents, staff, and students is part of the process. Then plan changes with the needs identified in the school. This year changes in the plan are around the implementation of using formative benchmarks to guide instruction in English and Math. The English department has a literacy plan and the Math department has a Numeracy plan.

Since our team went to the CUE conference last year March 2024-2024, we did not go again during the 2024-2025 school year. From the conference our staff implemented the E-Sports after school club. There is interest in doing much more on site such as PLTW and Paxton Labs as part of an introduction to CTE pathways. Further exploration is needed here.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,000.00
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	\$20,000.00
Title I Part A: Disadvantaged Students	\$40,000.00
Title III Part A: Language Instruction for LEP Students	\$40,000.00

Subtotal of additional federal funds included for this school: \$100,000.00

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 (\$)
District Funded	\$32,000.00
LCAP	\$10,000.00
Special Education	\$140,000.00

Subtotal of state or local funds included for this school: \$182,000.00

Total of federal, state, and/or local funds for this school: \$282,000.00

# 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
Donations	34853.00	34,853.00
LCAP	13,000	3,000.00
Title I		
Prop 28	107,870	107,870.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	32,000.00
LCAP	10,000.00
Special Education	140,000.00
Title I	20,000.00
Title I Part A: Disadvantaged Students	40,000.00
Title III Part A: Language Instruction for LEP Students	40,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	123,000.00
2000-2999: Classified Personnel Salaries	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	39,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	District Funded	32,000.00
1000-1999: Certificated Personnel Salaries	LCAP	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	7,000.00
1000-1999: Certificated Personnel Salaries	Special Education	20,000.00

2000-2999: Classified Personnel Salaries	Special Education	120,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	40,000.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	40,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,000.00
Goal 2	7,000.00
Goal 3	1,500.00
Goal 4	1,500.00

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

Name of Members	Role
Brian Howard	Principal
Christina Rankin	Other School Staff
Marcus Tessier	Classroom Teacher
Brian Deter	Classroom Teacher
Leah Szczurek	Parent or Community Member
Stephanie Hughry	Parent or Community Member
Candice Johnson	Parent or Community Member
Chole Johnson	Secondary Student
Chloe Rankin	Secondary Student
Ryan Moran	Parent or Community Member
Steven Conti	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**

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 8, 2023.

Attested:

Principal, Brian Howard on January 8, 2023
SSC Chairperson, Candice Johnson on January 8, 2023



# 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

**School Site Approval of Single Plan for Student Achievement  
Signature Page**

The School Site Council at Golden West Middle School approved the Single Plan for Student Achievement at our meeting dated 1/14/2025.

Brian A. Howard  
Principal

[Signature]  
SSC Chairperson