



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Shearer TK-8 Magnet School	28662666026934	June 6, 2025	June 26, 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 Shearer TK-8 Magnet 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
- Students in the following subgroups are identified for additional targeted assistance in ELA due to a disproportionate suspension rate: students with disabilities

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 Shearer TK-8 Magnet 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

Students in the following subgroups are identified for additional targeted assistance in ELA due to a disproportionate suspension rate: students with disabilities

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

## Educational Partner Involvement

How, when, and with whom did Shearer TK-8 Magnet School consult as part of the planning process for this SPSA/Annual Review and Update?

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

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

## Resource Inequities

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

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

Shearer School has been identified as a Additional Targeted Support and Intervention (ATSI) school site. The resource inequities identified by reviewing and analyzing student data are as follows:

Supplemental and Title 1 funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

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

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

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Shearer TK-8 Magnet 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%	%	0	0	
African American	%	0.44%	0.21%	0	2	1
Asian	0.47%	0.66%	0.41%	2	3	2
Filipino	%	0.44%	0.83%	0	2	4
Hispanic/Latino	91.10%	88.08%	90.68%	389	399	438
Pacific Islander	%	0%	%	0	0	
White	7.96%	9.71%	7.04%	34	44	34
Two or More Races	0.47%	0.66%	0.83%	2	3	4
Not Reported	%	0%	%	0	0	
Total Enrollment				427	453	483

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	68	61
Grade 1	56	57	58
Grade 2	64	55	51
Grade3	65	62	53
Grade 4	64	64	58
Grade 5	81	60	64
Grade 6	33	55	46
Grade 7		32	51
Grade 8			21
Total Enrollment	427	453	483

# 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	258		277	60.4%		57.3%
Fluent English Proficient (FEP)	74		103	17.3%		21.3%



# 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 3	67	60	52	65	57	50	65	57	50	97.0	95.0	96.2
Grade 4	63	64	64	61	62	59	61	62	59	96.8	96.9	92.2
Grade 5	82	59	65	81	57	62	81	57	62	98.8	96.6	95.4
Grade 6	33	56	46	33	54	46	33	54	46	100.0	96.4	100
Grade 7		32	53		32	51		32	51		100.0	96.2
Grade 8			22			22			22			100
All Grades	245	271	302	240	262	290	240	262	290	98.0	96.7	96

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 3	2345.	2365.	2342.	4.62	10.53	6.00	12.31	15.79	12.00	29.23	21.05	18.00	53.85	52.63	64.00
Grade 4	2392.	2388.	2385.	4.92	3.23	10.17	8.20	11.29	6.78	21.31	25.81	18.64	65.57	59.68	64.41
Grade 5	2452.	2446.	2421.	6.17	7.02	6.45	28.40	24.56	12.90	20.99	21.05	27.42	44.44	47.37	53.23
Grade 6	2460.	2439.	2425.	0.00	0.00	0.00	21.21	16.67	15.22	42.42	27.78	26.09	36.36	55.56	58.70
Grade 7		2491.	2445.		0.00	0.00		28.13	11.76		31.25	27.45		40.63	60.78
Grade 8			2514.			0.00			36.36			22.73			40.91
All Grades	N/A	N/A	N/A	4.58	4.58	4.48	17.92	18.32	13.45	26.25	24.81	23.45	51.25	52.29	58.62

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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 3	6.15	5.26	0.00	52.31	63.16	74.00	41.54	31.58	26.00
Grade 4	4.92	8.06	10.17	57.38	56.45	42.37	37.70	35.48	47.46
Grade 5	7.41	12.28	4.84	61.73	59.65	56.45	30.86	28.07	38.71
Grade 6	9.09	1.85	6.52	54.55	40.74	45.65	36.36	57.41	47.83
Grade 7		3.13	1.96		62.50	52.94		34.38	45.10
Grade 8			*			*			*
All Grades	6.67	6.49	4.83	57.08	56.11	53.79	36.25	37.40	41.38

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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 3	3.08	8.77	2.00	38.46	49.12	40.00	58.46	42.11	58.00
Grade 4	3.28	1.61	1.69	40.98	40.32	38.98	55.74	58.06	59.32
Grade 5	3.70	5.26	1.61	53.09	47.37	53.23	43.21	47.37	45.16
Grade 6	0.00	1.85	0.00	33.33	44.44	39.13	66.67	53.70	60.87
Grade 7		6.25	0.00		46.88	35.29		46.88	64.71
Grade 8			*			*			*
All Grades	2.92	4.58	1.38	43.33	45.42	43.10	53.75	50.00	55.52

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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 3	1.54	5.26	2.00	64.62	75.44	64.00	33.85	19.30	34.00
Grade 4	4.92	3.23	3.39	67.21	62.90	72.88	27.87	33.87	23.73
Grade 5	7.41	5.26	8.06	77.78	66.67	66.13	14.81	28.07	25.81
Grade 6	12.12	5.56	8.70	69.70	68.52	50.00	18.18	25.93	41.30
Grade 7		3.13	5.88		78.13	64.71		18.75	29.41
Grade 8			*			*			*
All Grades	5.83	4.58	5.52	70.42	69.47	66.55	23.75	25.95	27.93

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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 3	3.08	3.51	4.00	56.92	59.65	48.00	40.00	36.84	48.00
Grade 4	4.92	3.23	5.08	70.49	67.74	54.24	24.59	29.03	40.68
Grade 5	18.52	5.26	8.06	55.56	66.67	54.84	25.93	28.07	37.10
Grade 6	3.03	3.70	4.35	60.61	66.67	54.35	36.36	29.63	41.30
Grade 7		6.25	3.92		68.75	60.78		25.00	35.29
Grade 8			*			*			*
All Grades	8.75	4.20	5.52	60.42	65.65	55.86	30.83	30.15	38.62

# 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 3	67	60	52	65	59	52	65	59	52	97.0	98.3	100
Grade 4	63	64	64	63	63	62	63	63	62	100.0	98.4	96.9
Grade 5	82	59	65	82	58	64	82	58	64	100.0	98.3	98.5
Grade 6	33	56	46	33	54	46	33	54	46	100.0	96.4	100
Grade 7		32	53		32	52		32	52		100.0	98.1
Grade 8			22			22			22			100
All Grades	245	271	302	243	266	298	243	266	298	99.2	98.2	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 3	2378.	2377.	2373.	3.08	8.47	1.92	26.15	15.25	19.23	20.00	15.25	28.85	50.77	61.02	50.00
Grade 4	2375.	2377.	2388.	0.00	0.00	6.45	4.76	4.76	8.06	22.22	33.33	25.81	73.02	61.90	59.68
Grade 5	2440.	2414.	2414.	4.88	0.00	1.56	14.63	8.62	12.50	19.51	27.59	21.88	60.98	63.79	64.06
Grade 6	2421.	2412.	2396.	0.00	1.85	0.00	3.03	7.41	6.52	30.30	22.22	15.22	66.67	68.52	78.26
Grade 7		2448.	2432.		0.00	0.00		6.25	9.62		34.38	15.38		59.38	75.00
Grade 8			2410.			0.00			4.55			9.09			86.36
Grade 11															
All Grades	N/A	N/A	N/A	2.47	2.26	2.01	13.58	8.65	10.74	21.81	25.94	20.81	62.14	63.16	66.44

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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 3	9.23	10.17	7.69	44.62	28.81	44.23	46.15	61.02	48.08
Grade 4	1.59	1.59	8.06	23.81	25.40	27.42	74.60	73.02	64.52
Grade 5	6.10	5.17	1.56	37.80	32.76	34.38	56.10	62.07	64.06
Grade 6	0.00	0.00	2.17	33.33	25.93	13.04	66.67	74.07	84.78
Grade 7		3.13	0.00		43.75	34.62		53.13	65.38
Grade 8			*			*			*
Grade 11									
All Grades	4.94	4.14	3.69	35.39	30.08	30.87	59.67	65.79	65.44

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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 3	7.69	11.86	5.77	44.62	33.90	51.92	47.69	54.24	42.31
Grade 4	0.00	1.59	1.61	30.16	41.27	35.48	69.84	57.14	62.90
Grade 5	4.88	0.00	4.69	48.78	37.93	50.00	46.34	62.07	45.31
Grade 6	0.00	3.70	0.00	45.45	33.33	26.09	54.55	62.96	73.91
Grade 7		0.00	0.00		65.63	32.69		34.38	67.31
Grade 8			*			*			*
All Grades	3.70	3.76	2.35	42.39	40.23	41.28	53.91	56.02	56.38

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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 3	6.15	11.86	7.69	58.46	47.46	50.00	35.38	40.68	42.31
Grade 4	0.00	0.00	6.45	39.68	52.38	41.94	60.32	47.62	51.61
Grade 5	4.88	0.00	0.00	51.22	63.79	43.75	43.90	36.21	56.25
Grade 6	3.03	0.00	0.00	57.58	46.30	54.35	39.39	53.70	45.65
Grade 7		0.00	1.92		53.13	51.92		46.88	46.15
Grade 8			*			*			*
All Grades	3.70	2.63	3.02	51.03	52.63	46.98	45.27	44.74	50.00

# 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/eng/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
<b>K</b>	1427.2	1388.7	1371.0	1453.5	1399.2	1388.0	1365.5	1364.2	1331.3	40	47	61
<b>1</b>	1421.4	1437.9	1399.8	1449.4	1462.8	1414.9	1392.9	1412.4	1384.3	31	28	34
<b>2</b>	1466.7	1431.1	1439.0	1482.1	1443.3	1444.8	1450.9	1418.5	1432.9	37	33	29
<b>3</b>	1476.1	1471.3	1464.3	1478.8	1473.8	1465.1	1473.0	1468.5	1462.8	39	33	31
<b>4</b>	1507.0	1499.3	1484.2	1516.1	1493.9	1482.4	1497.5	1504.3	1485.4	37	35	34
<b>5</b>	1528.3	1516.7	1502.9	1528.0	1507.4	1500.2	1528.2	1525.6	1505.2	43	30	32
<b>6</b>	1529.0	1511.7	1506.7	1543.8	1505.5	1505.1	1513.6	1517.2	1507.9	11	24	22
<b>7</b>		1540.1	1515.8		1543.7	1514.8		1536.0	1516.2		11	25
<b>All Grades</b>										238	241	274

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	17.50	6.38	1.64	35.00	31.91	18.03	35.00	23.40	34.43	12.50	38.30	45.90	40	47	61
<b>1</b>	0.00	0.00	0.00	32.26	21.43	17.65	48.39	71.43	29.41	19.35	7.14	52.94	31	28	34
<b>2</b>	8.11	6.06	0.00	35.14	27.27	48.28	45.95	30.30	24.14	10.81	36.36	27.59	37	33	29
<b>3</b>	5.13	3.03	3.23	35.90	21.21	25.81	41.03	69.70	38.71	17.95	6.06	32.26	39	33	31
<b>4</b>	13.51	17.14	5.88	43.24	34.29	38.24	29.73	31.43	41.18	13.51	17.14	14.71	37	35	34
<b>5</b>	32.56	13.33	12.50	27.91	43.33	28.13	27.91	33.33	31.25	11.63	10.00	28.13	43	30	32
<b>6</b>	9.09	12.50	9.09	45.45	25.00	36.36	18.18	37.50	31.82	27.27	25.00	22.73	11	24	22
<b>7</b>		27.27	16.00		36.36	16.00		27.27	44.00		9.09	24.00		11	25
<b>All Grades</b>	13.45	9.13	5.47	35.29	29.88	27.37	36.55	40.25	34.67	14.71	20.75	32.48	238	241	274

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	32.50	14.89	3.28	42.50	23.40	22.95	15.00	25.53	34.43	10.00	36.17	39.34	40	47	61
<b>1</b>	22.58	14.29	8.82	48.39	53.57	26.47	19.35	32.14	32.35	9.68	0.00	32.35	31	28	34
<b>2</b>	27.03	15.15	10.34	43.24	42.42	48.28	21.62	21.21	13.79	8.11	21.21	27.59	37	33	29
<b>3</b>	23.08	15.15	19.35	41.03	45.45	41.94	25.64	30.30	16.13	10.26	9.09	22.58	39	33	31
<b>4</b>	40.54	34.29	29.41	40.54	40.00	44.12	10.81	14.29	14.71	8.11	11.43	11.76	37	35	34
<b>5</b>	46.51	20.00	31.25	39.53	60.00	34.38	11.63	16.67	18.75	2.33	3.33	15.63	43	30	32
<b>6</b>	27.27	20.83	22.73	45.45	50.00	40.91	18.18	20.83	18.18	9.09	8.33	18.18	11	24	22
<b>7</b>		36.36	24.00		45.45	36.00		18.18	24.00		0.00	16.00		11	25
<b>All Grades</b>	32.35	19.92	16.79	42.44	43.15	35.40	17.23	22.82	23.36	7.98	14.11	24.45	238	241	274

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.43	4.26	1.64	16.98	14.89	8.20	39.62	36.17	47.54	33.96	44.68	42.62	53	47	61
<b>1</b>	2.17	0.00	0.00	21.74	14.29	11.76	10.87	14.29	20.59	65.22	71.43	67.65	46	28	34
<b>2</b>	11.36	3.03	0.00	34.09	15.15	44.83	18.18	36.36	10.34	36.36	45.45	44.83	44	33	29
<b>3</b>	0.00	0.00	3.23	8.11	6.06	6.45	43.24	39.39	41.94	48.65	54.55	48.39	37	33	31
<b>4</b>	0.00	5.71	2.94	13.64	20.00	5.88	43.18	40.00	52.94	43.18	34.29	38.24	44	35	34
<b>5</b>	9.09	6.67	6.25	21.21	23.33	12.50	51.52	46.67	43.75	18.18	23.33	37.50	33	30	32
<b>6</b>	9.09	8.33	4.55	18.18	25.00	13.64	36.36	16.67	31.82	36.36	50.00	50.00	11	24	22
<b>7</b>		0.00	0.00		36.36	12.00		45.45	48.00		18.18	40.00		11	25
<b>All Grades</b>	3.78	3.73	2.55	18.91	17.43	13.14	37.39	34.44	38.32	39.92	44.40	45.99	238	241	274

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	30.00	21.28	8.20	65.00	48.94	44.26	5.00	29.79	47.54	40	47	61
<b>1</b>	25.81	35.71	35.29	64.52	64.29	38.24	9.68	0.00	26.47	31	28	34
<b>2</b>	21.62	18.18	13.79	72.97	63.64	62.07	5.41	18.18	24.14	37	33	29
<b>3</b>	28.21	12.12	19.35	48.72	78.79	67.74	23.08	9.09	12.90	39	33	31
<b>4</b>	35.14	28.57	23.53	59.46	57.14	61.76	5.41	14.29	14.71	37	35	34
<b>5</b>	23.26	33.33	15.63	62.79	56.67	68.75	13.95	10.00	15.63	43	30	32
<b>6</b>	9.09	12.50	18.18	81.82	70.83	50.00	9.09	16.67	31.82	11	24	22
<b>7</b>		36.36	16.00		45.45	44.00		18.18	40.00		11	25
<b>All Grades</b>	26.47	23.65	17.88	63.03	61.00	54.01	10.50	15.35	28.10	238	241	274

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	37.50	8.51	4.92	50.00	46.81	52.46	12.50	44.68	42.62	40	47	61
<b>1</b>	16.13	10.71	0.00	74.19	71.43	70.59	9.68	17.86	29.41	31	28	34
<b>2</b>	35.14	21.21	17.24	62.16	54.55	65.52	2.70	24.24	17.24	37	33	29
<b>3</b>	41.03	21.21	22.58	46.15	57.58	51.61	12.82	21.21	25.81	39	33	31
<b>4</b>	51.35	40.00	44.12	37.84	45.71	41.18	10.81	14.29	14.71	37	35	34
<b>5</b>	76.74	43.33	53.13	20.93	46.67	21.88	2.33	10.00	25.00	43	30	32
<b>6</b>	54.55	25.00	36.36	27.27	66.67	50.00	18.18	8.33	13.64	11	24	22
<b>7</b>		72.73	48.00		18.18	44.00		9.09	8.00		11	25
<b>All Grades</b>	44.96	25.73	26.28	46.22	52.70	48.91	8.82	21.58	24.82	238	241	274



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	2.50	4.26	3.28	75.00	61.70	39.34	22.50	34.04	57.38	40	47	61
<b>1</b>	9.68	7.14	2.94	9.68	21.43	17.65	80.65	71.43	79.41	31	28	34
<b>2</b>	5.41	6.06	0.00	62.16	45.45	55.17	32.43	48.48	44.83	37	33	29
<b>3</b>	5.13	0.00	0.00	35.90	33.33	38.71	58.97	66.67	61.29	39	33	31
<b>4</b>	2.70	11.43	2.94	59.46	48.57	29.41	37.84	40.00	67.65	37	35	34
<b>5</b>	25.58	10.00	6.25	41.86	63.33	46.88	32.56	26.67	46.88	43	30	32
<b>6</b>	9.09	12.50	4.55	36.36	25.00	31.82	54.55	62.50	63.64	11	24	22
<b>7</b>		9.09	8.00		63.64	44.00		27.27	48.00		11	25
<b>All Grades</b>	8.82	7.05	3.65	47.90	45.64	37.23	43.28	47.30	59.12	238	241	274

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	10.00	12.77	1.64	37.50	36.17	59.02	52.50	51.06	39.34	40	47	61
<b>1</b>	3.23	0.00	0.00	54.84	71.43	58.82	41.94	28.57	41.18	31	28	34
<b>2</b>	0.00	9.09	6.90	75.68	48.48	68.97	24.32	42.42	24.14	37	33	29
<b>3</b>	2.56	9.09	0.00	82.05	75.76	70.97	15.38	15.15	29.03	39	33	31
<b>4</b>	8.11	17.14	5.88	64.86	60.00	82.35	27.03	22.86	11.76	37	35	34
<b>5</b>	13.95	13.33	15.63	72.09	63.33	62.50	13.95	23.33	21.88	43	30	32
<b>6</b>	9.09	16.67	13.64	72.73	70.83	77.27	18.18	12.50	9.09	11	24	22
<b>7</b>		18.18	0.00		63.64	92.00		18.18	8.00		11	25
<b>All Grades</b>	6.72	11.62	5.11	65.13	58.92	69.71	28.15	29.46	25.18	238	241	274

# 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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
483	91.7%	57.3%	0.0%
Total Number of Students enrolled in Shearer TK-8 Magnet 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	277	57.3%
Foster Youth	0	0.0%
Homeless	24	5%
Socioeconomically Disadvantaged	443	91.7%
Students with Disabilities	70	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2%
American Indian	0	0.0%
Asian	2	0.4%
Filipino	4	0.8%
Hispanic	438	90.7%
Two or More Races	4	0.8%
Pacific Islander	0	0.0%
White	34	7%

# School and Student Performance Data

## Overall Performance






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.”



### 2024 Fall Dashboard Overall Performance for All Students

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

# School and Student Performance Data

## Academic Performance English Language Arts

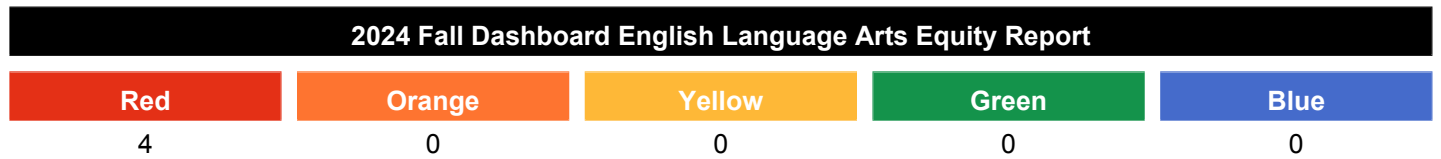
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Red</div> <div>88.0 points below standard</div> <div>Declined 15.7 points</div> <div>283 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>106.4 points below standard</div> <div>Declined 15.4 points</div> <div>193 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>143.0 points below standard</div> <div>Declined 25.1 points</div> <div>29 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>144.3 points below standard</div> <div>Declined 39.1 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>91.6 points below standard</div> <div>Declined 12.9 points</div> <div>262 Students</div>

<b>Students with Disabilities</b>  Red 138.2 points below standard Declined 4.8 points 56 Students	<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 1 Student	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Red 93.7 points below standard Declined 13.2 points 262 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 7.0 points below standard Declined 12.3 points 16 Students

# School and Student Performance Data

## Academic Performance Mathematics

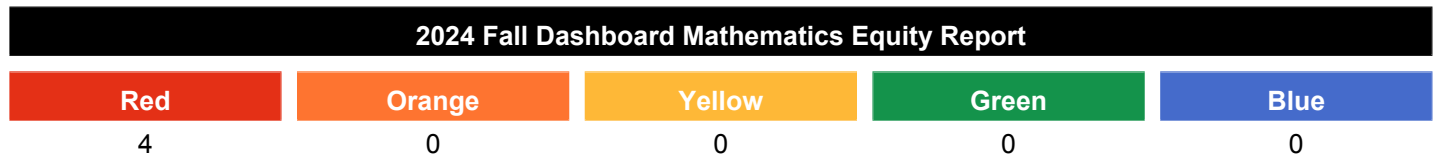
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>113.4 points below standard</div> <div>Declined 8.6 points</div> <div>285 Students</div>	<div>English Learners</div> <div> Red</div> <div>127.4 points below standard</div> <div>Declined 7.5 points</div> <div>195 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>202.4 points below standard</div> <div>Declined 37.4 points</div> <div>29 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>134.4 points below standard</div> <div>Maintained 0.7 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>117.4 points below standard</div> <div>Declined 7.0 points</div> <div>264 Students</div>

<b>Students with Disabilities</b>  Red 168.3 points below standard Maintained 2.8 points 56 Students	<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 1 Student	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Red 119.0 points below standard Declined 9.1 points 264 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 28.3 points below standard Increased 34.7 points 16 Students

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.7% making progress.	41.9% making progress.
Number Students: 196 Students	Number Students: 31 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			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25%	42.3%	0.5%	32.1%



# School and Student Performance Data

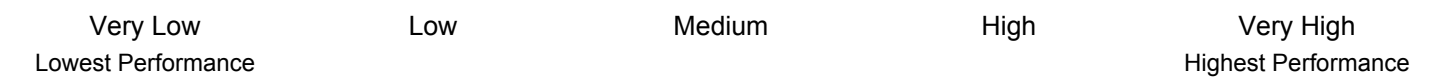
## Academic Performance College/Career Report

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.

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

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

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



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

# 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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

27.9% Chronically Absent

Declined 8.8

506 Students

#### English Learners



Yellow

27.6% Chronically Absent

Declined 11.7

297 Students

#### Long-Term English Learners



No Performance Color

31.3% Chronically Absent

Declined 13.2

32 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

#### Homeless



No Performance Color

35.7% Chronically Absent

Declined 22.9

42 Students

#### Socioeconomically Disadvantaged












Yellow

28.6% Chronically Absent

Declined 7.7

468 Students

<b>Students with Disabilities</b>  Orange 36.5% Chronically Absent Declined 5.5 85 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Yellow 28% Chronically Absent Declined 8.4 460 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 25.7% Chronically Absent Declined 10.6 35 Students

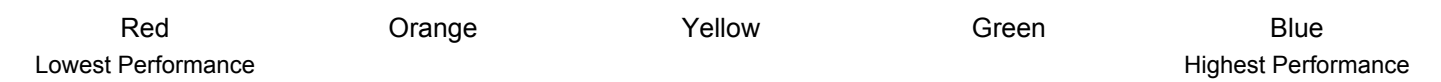
# School and Student Performance Data

## Academic Engagement Graduation Rate

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 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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

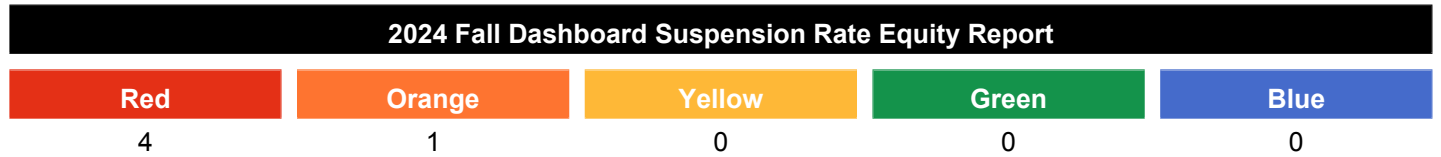
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>5.6% suspended at least one day</div> <div>Increased 3.5%</div> <div>519 Students</div>	<div>English Learners</div> <div> Red</div> <div>4.6% suspended at least one day</div> <div>Increased 3.5%</div> <div>303 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>12.1% suspended at least one day</div> <div>Increased 12.1%</div> <div>33 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>11.4% suspended at least one day</div> <div>Increased 11.4%</div> <div>44 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>6.1% suspended at least one day</div> <div>Increased 4%</div> <div>479 Students</div>

<b>Students with Disabilities</b>  Red 9.3% suspended at least one day Increased 2.1% 86 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Red 5.5% suspended at least one day Increased 4.3% 470 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 7.9% suspended at least one day Declined 1% 38 Students

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

Shearer students in grades TK-8 will improve both their literacy and numeracy skills.

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

LCAP goal to which this school goal is aligned.

Students Graduate College and/or Career Ready

### Identified Need

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities  
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: All Students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math Results	Students will take this assessment three times over the course of the 2025-26 school year. We will gather baseline data when the first assessment window closes in fall, 2025 and analyze the results in order to plan instruction.	After the third (spring) assessment, we will reduce the number of students performing Below Benchmark by 50%. After the third (Spring) assessment, 85% of students who scored in the Urgent Intervention, Intervention, or On Watch category will move up one color band.
STAR ELA Results	Students will take this assessment three times over the course of the 2025-2026 school year. We will gather baseline data when the first assessment window closes in fall, 2025 and analyze the results in order to plan instruction.	After the third (spring) assessment, we will reduce the number of students performing Below Benchmark by 50%. After the third (Spring) assessment, 85% of students who scored in the Urgent Intervention, Intervention, or On Watch category will move up one color band.

## 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	Protected Professional Learning Community time for all teachers to pull STAR assessment data and analyze the results. Through the Learning Sprint Cycle, teachers will work to prioritize standards, identify resources for instruction, develop Learning Targets for each priority standard, share best practices, create both formal and informal assessments, then bring back student work to the group in order to investigate the impact on student learning.	All students	
1.2	We have a 1.0 and a .8 Intervention Teacher who will oversee our literacy and math intervention program. One teacher will work with teachers and students in grades K-3 and the other will focus on our students in grades 4-8. Students will have an opportunity to enter and exit the intervention program depending on their progress.	All students	161,658 3010 – Title 1 1000-1999: Certificated Personnel Salaries
1.3	We added an additional hour to an Instructional Assistant's schedule in order to provide a full five hours of instructional support.	All students	10000 3010 – Title 1 2000-2999: Classified Personnel Salaries
1.4	Students will have access to supplemental intervention materials in both small and whole group instruction.	All students	4642 3010 – Title 1 4000-4999: Books And Supplies  3000 0003 - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Strategies and activities were implemented. Star Reading results indicate 25.2% of students scored in urgent intervention, 24.8% in intervention, 17.1% on watch and 32.9% at/above benchmark. Star Math results indicate 30.6 % urgent intervention, 22.8% intervention, 13.4% on watch and 33.2% at or above. The number of students in need of urgent intervention in ELA dropped from Spring 2024-2025. In math, the percentage of students at or above standard in math increased from Spring 2024 to Spring 2025.



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

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

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.

Kindergarten teachers will begin providing interventions to students (Strategy/Activity 1.2). Providing release time for teachers to engage in data analysis and collaborative planning (Strategy/Activity 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 2

### Title and Description of School Goal

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

**Multilingual learners will engage in both integrated and designated ELD throughout their day in order to accelerate language acquisition and increase the rate of reclassification.**

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

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### Identified Need

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

English learner progress data reveals the following areas of need: English Learners have performed below standard in Math and Reading according to California Dashboard in 2023

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	Winter 2025 Urgent Intervention: 43.7% Intervention: 31% On Watch: 16.7% At/Above: 8.6%	By Winter 2026, we will increase the percentage of English Learners scoring At or Above the district benchmark level in STAR reading
STAR Math	Winter 2025 Urgent Intervention: 36.3% Intervention: 33.8% On Watch: 18.6% At/Above 11.3%	By Winter 2026, we will increase the percentage of English Learners scoring At or Above the district benchmark level in STAR Math
English Language Proficiency Assessment of California		By June 2025, 30% of our MLLs will meet all qualifications to redesignate.

### 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	Teachers will engage in professional development centered around both integrated and designated English Language Development. This will include specific professional development provided by Vista for our middle school teachers.	Multilingual students	8000 3010 – Title 1 5800: Professional/Consulting Services And Operating Expenditures  4000

			3010 – Title 1 4000-4999: Books And Supplies Supplies for English Learner before or After School Classes
<b>2.2</b>	Teachers will be released to work with the instructional coach and the intervention teacher in order to take a deeper dive into the ELD curriculum and materials and develop a more robust and differentiated set of lessons that best meet the needs of students.		4000 3010 – Title 1
<b>2.3</b>	Teachers will be released to work with instructional coach and the Magnet Lead in order to ensure ELD instruction is embedded into each Magnet unit.		4000 3010 – Title 1
<b>2.4</b>	In collaboration with the Family Resource Center, we will provide parent education around attendance, reclassification, social-emotional learning, health and wellness, gang awareness, Internet safety, social media safety and more.		3000 3010 – Title 1  2000 0003 - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

English Learner Progress declined by 11.6% from 2023 to 2024.

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.

ELD professional development through Vista will be provided at the 6-8 level (Strategy/Activity 2.1). Magnet lead and instructional coach will be provided with additional professional development to increase their capacity to coach teachers in the use of integrated ELD strategies (Strategy/Activity 2.3).

# 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.

**Shearer will work to grow and strengthen family engagement in support of improvements in student achievement for all student groups.**

Shearer will work to strengthen the partnership with the Family Resource Center and the Community Schools Network. Shearer will leverage the ELAC structure and the Community Schools Advisory Committee to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

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

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy.

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	Overall Chronic Absenteeism - 29.5% (May, 2024) Overall Chronic Absenteeism - 22.9% (May, 2025)	By June 2026, we will reduce chronic absenteeism by 10% for all students.
Assets and Needs Assessment (Community Schools)	48 Responses during the 2024-2025 school year	Increase the the ANA response rate to 450 students and 200 parents/guardians
ELAC Participation Rate	Currently two parent ELAC participants	Increase the ELAC participation rate to an average of 10

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Family Resource Center will provide additional assistance in connecting with families that need support in attendance and academic support.	All students	5000 0003 - Supplemental 4000-4999: Books And Supplies Instructional supplies to support SEL programs to build student academic

			engagement and performance in ELA and Math 4000 0003 - Supplemental 2000-2999: Classified Personnel Salaries Extra funds to assist staff in communicating to families about attendance, academics, and ELD progress
<b>3.2</b>	We will continue to implement our Multi-Tiered System of Support (MTSS) model for Student Study Teams to address academic needs, social emotional needs, and chronic absenteeism.	All students	
<b>3.3</b>	We will provide translation services for parents at all parent engagement activities.	All students	2000 3010 – Title 1  1000 0003 - Supplemental
<b>3.4</b>	In collaboration with the Shearer Family Resource Center and our Parent Liaison, we will outreach in order to increase parent participation in ELAC, SSC, Community Schools Advisory Committee and the Parent Faculty Club.	All students	
<b>3.5</b>	We will work to develop a more robust recognition program for our MLLs who demonstrate academic growth and redesignation.	All students and MLLs	2000 3010 – Title 1  1000 0003 - Supplemental
<b>3.6</b>	School social worker and counselor will be trained in the Cara y Corazon family strengthening and leadership development program.		2400.00 3010 – Title 1 5800: Professional/Consulting Services And Operating Expenditures  890 0003 - Supplemental

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Parent involvement in the PFC increased. Additional opportunities were created throughout the year to involve parents. Open House in May was paired with a community resource fair that drew in many new families.

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.

Adding the Cara y Corazon training and implementing with parents this year (Strategy/Activity 3.6).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

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

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### Identified Need

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard:

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	In 2025, 65% of 6-8 students report that school is a safe place. This is an increase of 15% from 2024.	By June 2026, 80% of 6-8 grade students will report that school is a safe place.
Monthly Chronic Absenteeism Data	Overall Chronic Absenteeism - 29.5% (May, 2024) Overall Chronic Absenteeism - 22.9% (May, 2025)	By June, 2026, Shearer's chronic absenteeism will decrease by 10%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Together with the Shearer Family Resource Center, we will provide additional assistance in connecting with families who need support around attendance.	All students	1493 3010 – Title 1 None Specified Parent Engagement
4.2	We will implement a Dance Rhythm and Movement Program for students in grades TK-3.	All students	15,000 6770 - Prop 28 Blitz LLC
4.3	Teachers will have release time to work with their grade level team members to develop community building activities for students. Students with increased attendance will get to participate.	All students	4000 3010 – Title 1

4.4	We will work to develop a more robust incentive program for both improved and perfect attendance.		2000 0003 - Supplemental 4000-4999: Books And Supplies

# Annual Review

SPSA Year Reviewed: 2024-25

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 dance, rhythm and movement program was implemented effectively. Students valued the experience.

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

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



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,083.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$18,890.00
3010 – Title 1	\$211,193.00
6770 - Prop 28	\$15,000.00

Subtotal of state or local funds included for this school: \$245,083.00

Total of federal, state, and/or local funds for this school: \$245,083.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	18,890.00
3010 – Title 1	211,193.00
6770 - Prop 28	15,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	32,000.00
1000-1999: Certificated Personnel Salaries	161,658.00
2000-2999: Classified Personnel Salaries	14,000.00
4000-4999: Books And Supplies	20,642.00
5800: Professional/Consulting Services And Operating Expenditures	10,400.00
None Specified	1,493.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	2,890.00
2000-2999: Classified Personnel Salaries	0003 - Supplemental	4,000.00
4000-4999: Books And Supplies	0003 - Supplemental	12,000.00
	3010 – Title 1	19,000.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	161,658.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	10,000.00
4000-4999: Books And Supplies	3010 – Title 1	8,642.00
5800: Professional/Consulting Services And Operating Expenditures	3010 – Title 1	10,400.00

None Specified	3010 – Title 1	1,493.00
	6770 - Prop 28	15,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,300.00
Goal 2	25,000.00
Goal 3	18,290.00
Goal 4	22,493.00

# 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

5 Parent or Community Members

Name of Members	Role
Noreen Montgomery	Principal
Jen Tokar	Classroom Teacher
Tere Delgado	Classroom Teacher
Alejandra Herrera	Other School Staff
Naira Trejo	Parent or Community Member
Ryan Strole	Parent or Community Member
Magali Abad	Parent or Community Member
Open Position	Classroom Teacher
Open Position	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

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 June 6, 2025.

Attested:


Principal, Noreen Montgomery on June 6, 2025

SSC Chairperson, Naira Trejo on June 6, 2025

# 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/>

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