

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Catherine L. Zane Middle School	12-75515-6057376	April 17, 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 Catherine L. Zane Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Zane Middle School's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements is comprehensive and tailored to the specific needs of its student population. Here's a brief overview:

1. Zane Middle School has identified students needing additional support in demonstrating mastery of key competencies in Math and Language Arts. This is particularly crucial for socioeconomically disadvantaged students facing challenges like Chronic Absenteeism, high Suspension Rates, and a lack of proficiency in essential mathematical competencies. We will focus on identifying specific competency gaps to tailor interventions effectively.

2. Intensive Intervention Classes: Zane Middle School provides intensive intervention classes focused on developing foundational competencies in targeted areas. These classes will offer increased access to resources aligned with specific learning outcomes, employ strategic instructional strategies aimed at competency development, and utilize targeted classroom technology to support students in demonstrating mastery of these competencies. Progress will be measured through competency-based assessments alongside traditional measures.

3. After-School Tutoring: Recognizing the importance of additional support for competency acquisition, the school offers after-school tutoring sessions three days a week, staffed by credentialed teachers. Tutoring will focus on providing individualized support to help students achieve mastery of specific learning objectives and address competency gaps identified through ongoing assessment.

4. PBIS System Implementation: Zane Middle School prioritizes social-emotional well-being and a safe learning environment through PBIS, aligning with LCAP Goal #2. A positive and supportive environment is crucial for students to feel empowered to take risks and focus on developing competencies without fear of failure. PBIS will support a growth mindset conducive to competency-based learning.

5. Enrichment Opportunities: The school provides extended learning opportunities to foster deeper engagement and the development of cross-curricular competencies such as critical thinking, problem-solving, and collaboration. These experiences provide alternative pathways for students to demonstrate their skills and knowledge.

6. Support for English Learners: Zane Middle School recognizes the importance of supporting English Learners in acquiring both language proficiency and content-area competencies. Additional resources and support will be provided to ensure EL students can access the curriculum and demonstrate their understanding and skills effectively through varied means.

7. Multi-tiered Systems of Support (MTSS): Zane Middle School is committed to implementing effective MTSS to ensure all students achieve proficiency in essential competencies. This system will provide tiered support based on students' demonstrated levels of competency, with targeted interventions for those who are not yet proficient. Summer school will be a targeted intervention within MTSS for students who have not yet demonstrated required competencies for promotion or graduation due to credit deficiency.

8. Addressing Chronic Absenteeism and Suspension Rates: The school focuses on re-engaging students with Chronic Absenteeism through personalized support, recognizing that consistent engagement is crucial for competency development. Efforts to lower suspension rates through alternative means will create a more supportive environment where students can focus on learning and demonstrating their competencies. Addressing these issues removes barriers to competency acquisition.

Zane Middle School is committed to creating a more personalized and mastery-focused approach to education.

Educational Partner Involvement

How, when, and with whom did your Catherine L. Zane Middle School consult as part of the planning process for this SPSPA/Annual Review and Update?

Involvement Process for the SPSPA and Annual Review and Update

The development and annual review of Zane School's School Plan for Student Achievement (SPSPA) employs a robust and inclusive collaborative process. We actively engage diverse stakeholders, including the School Site Council, the data-driven Zane Leadership Team (integrating PBIS and academic outcomes with a shift to competency development), the English Learner Advisory Committee (ELAC), the Parent-Teacher-Student Association (PTSA), our Community Schools Partnership, and the broader community. To ensure broad representation on the School Site Council, nomination forms are shared with all families in the summer/fall, followed by elections in September, with teachers and classified staff elected by their colleagues. The Zane Leadership Team, comprising lead teachers, administration, and classified staff, meets twice monthly to analyze student data, including progress towards key competencies and PBIS outcomes, directly informing professional development aimed at enhancing competency-based instruction. The ELAC committee is struggling to have consistent representation but as a school we continue to outreach this community as their input and experiences are vital to our plan development. To foster transparency and meaningful community engagement in shaping our vision for student success and competency attainment, meeting information and updates are proactively communicated through the school website, autodialer messages, and social media platforms like Facebook.

Resource Inequities

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

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

Zane Middle School has demonstrated significant positive growth in key areas according to the 2023-24 California Dashboard and no longer qualifies for ATSI but continues to monitor and support these areas.

1. Chronic Absenteeism: Red to Yellow by -6.6 points

Significance: A shift from the "Red" to the "Yellow" performance level indicates substantial improvement in student attendance. A decrease of 6.6 percentage points in chronic absenteeism means significantly fewer students are missing a large portion of instructional time.

2. Suspension Rate: Red to Yellow by -6.5 points

Significance: A shift from "Red" to "Yellow" in suspension rate signifies a substantial improvement in school climate and a reduction in exclusionary discipline practices. This suggests a more positive and supportive learning environment for students.

3. Math Proficiency: Grew by 17 points

Significance: A growth of 17 points in math proficiency is a notable achievement, indicating that students are making significant strides in their understanding and skills in mathematics.

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.

Zane Middle School has made significant strides in key areas, as evidenced by the 2023-24 California Dashboard, where we saw notable improvements. Overall Chronic Absenteeism shifted from Red to Yellow decreasing by -6.6 points, the Suspension Rate also moved from Red to Yellow by -6.5 points, and overall Math Proficiency demonstrated a substantial growth of 17 points. These successes reflect the dedication and hard work of our students, staff, and community, and indicate the positive impact of our current strategies.

However, the recently released 2024 California Dashboard highlights new and persistent areas of concern that require our focused attention as we continue to evolve our educational program towards a more competency-based model. The data indicates that certain student groups are experiencing significant challenges:

Chronic Absenteeism remains in the Red band for our Long-Term English Learner (LTEL) students, Students with Disabilities (SWD), and students identifying with Two or More Races.
The Suspension Rate for our Students with Disabilities (SWD) is also in the Red band.
English Language Arts (ELA) proficiency for our Long-Term English Learner (LTEL) students falls in the Orange band, indicating a need for more targeted support.
Mathematics proficiency continues to be a significant area of concern, falling in the Red band for our Long-Term English Learner (LTEL) students, English Learner (EL) students, Students with Disabilities (SWD), and Hispanic students.

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.

The following areas are identified as two or more performance levels below "all students" performance:
Chronic Absenteeism: Two or more races, LTEL, and students with disabilities are identified subgroups falling below all students.
Suspension: Students with disabilities have fallen two bands below all students
Math: LTEL students have fallen two bands below all students

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	5.57%	4.16%	4.77%	26	18	19
African American	2.57%	1.85%	0.50%	12	8	2
Asian	13.06%	11.55%	10.05%	61	50	40
Filipino	0.64%	0%	0.25%	3	0	1
Hispanic/Latino	24.20%	27.25%	29.65%	113	118	118
Pacific Islander	2.14%	1.15%	1.51%	10	5	6
White	42.61%	41.34%	37.69%	199	179	150
Multiple/No Response	9.21%	12.7%	15.33%	43	55	61
Total Enrollment				467	433	398

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	121	134	117
Grade 7	156	146	146
Grade 8	190	153	135
Total Enrollment	467	433	398

Conclusions based on this data:

1. Zane Middle School has decreased in student population over the past three years.
2. Students identifying as mutiple ethnicities or no response has increase from 43 students to 61 during this same time.
3. All other areas have decreased or remained stagnet durng this same time frame.

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	85	92	74	13.4%	18.2%	18.6%
Fluent English Proficient (FEP)	45	29	38	10.1%	9.6%	9.5%
Reclassified Fluent English Proficient (RFEP)				17.8%		

Conclusions based on this data:

1. As the student population has decreased the percentage of English Learners has increased.
2. The percentage of students identified as FEP over the last 3 years has been relatively consistent with only a 1% variation.
3. The data reflecting the number of students to RFEP was 17.8% in 2021-22 and there is no current data reflected in this table.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	127	136	117	121	132	111	121	132	111	95.3	97.1	94.9
Grade 7	153	143	143	147	141	136	147	141	136	96.1	98.6	95.1
Grade 8	185	151	135	179	145	129	178	145	129	96.8	96.0	95.6
All Grades	465	430	395	447	418	376	446	418	376	96.1	97.2	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2485.	2469.	2497.	8.26	5.30	14.41	23.97	22.73	20.72	27.27	28.03	35.14	40.50	43.94	29.73
Grade 7	2528.	2520.	2511.	15.65	16.31	11.03	30.61	21.99	26.47	17.69	22.70	22.79	36.05	39.01	39.71
Grade 8	2542.	2538.	2549.	12.36	15.17	11.63	30.34	27.59	36.43	30.34	22.07	26.36	26.97	35.17	25.58
All Grades	N/A	N/A	N/A	12.33	12.44	12.23	28.70	24.16	28.19	25.34	24.16	27.66	33.63	39.23	31.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.57	6.82	11.71	57.02	51.52	51.35	31.40	41.67	36.94
Grade 7	11.56	14.18	18.38	60.54	56.74	56.62	27.89	29.08	25.00
Grade 8	13.48	17.93	18.60	55.06	49.66	53.49	31.46	32.41	27.91
All Grades	12.33	13.16	16.49	57.40	52.63	53.99	30.27	34.21	29.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.96	3.79	8.11	44.63	45.45	57.66	50.41	50.76	34.23
Grade 7	21.77	18.44	5.88	48.30	42.55	50.00	29.93	39.01	44.12
Grade 8	11.80	16.55	11.63	61.80	46.21	59.69	26.40	37.24	28.68
All Grades	13.23	13.16	8.51	52.69	44.74	55.59	34.08	42.11	35.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.05	9.85	10.81	71.07	70.45	68.47	14.88	19.70	20.72
Grade 7	13.61	14.18	11.76	68.71	70.21	78.68	17.69	15.60	9.56
Grade 8	11.80	15.17	16.28	74.16	64.83	68.22	14.04	20.00	15.50
All Grades	13.00	13.16	13.03	71.52	68.42	72.07	15.47	18.42	14.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	16.53	15.15	11.71	61.98	57.58	63.96	21.49	27.27	24.32
Grade 7	20.41	14.89	13.97	53.74	60.99	65.44	25.85	24.11	20.59
Grade 8	16.85	22.07	20.93	69.10	56.55	65.12	14.04	21.38	13.95
All Grades	17.94	17.46	15.69	62.11	58.37	64.89	19.96	24.16	19.41

Conclusions based on this data:

1. The data reveals significant challenges, with scores stagnating over time and a notable 39.23% of students not meeting standards on the 22/23 school year. During the 23/24 school year we saw slight improvement with students not meeting standards with the decrease in the percentage measuring 31.91%.
2. Of particular concern are the persistent struggles in reading and writing. To address these issues, targeted interventions focusing on literacy skills and writing proficiency are essential.
3. Furthermore, a thorough review of instructional approaches is necessary to implement tailored solutions for students' specific needs in these areas. Working towards a competency based mindset and structure should support students in these areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	127	136	117	121	130	113	121	130	113	95.3	95.6	96.6
Grade 7	153	143	143	147	141	138	147	140	138	96.1	98.6	96.5
Grade 8	185	151	135	179	145	128	179	145	128	96.8	96.0	94.8
All Grades	465	430	395	447	416	379	447	415	379	96.1	96.7	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2465.	2461.	2441.	9.92	8.46	6.19	15.70	15.38	11.50	18.18	24.62	23.89	56.20	51.54	58.41
Grade 7	2477.	2490.	2476.	6.12	13.57	10.14	18.37	10.71	12.32	21.09	25.00	29.71	54.42	50.71	47.83
Grade 8	2502.	2490.	2509.	7.82	11.03	15.63	13.41	11.72	14.06	29.05	21.38	21.88	49.72	55.86	48.44
All Grades	N/A	N/A	N/A	7.83	11.08	10.82	15.66	12.53	12.66	23.49	23.61	25.33	53.02	52.77	51.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.09	9.23	7.96	43.80	44.62	34.51	47.11	46.15	57.52
Grade 7	6.80	11.43	10.14	51.02	50.00	42.75	42.18	38.57	47.10
Grade 8	7.82	8.28	14.06	62.57	47.59	46.88	29.61	44.14	39.06
All Grades	7.83	9.64	10.82	53.69	47.47	41.69	38.48	42.89	47.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.92	9.23	4.42	57.02	58.46	53.98	33.06	32.31	41.59
Grade 7	10.20	14.29	7.25	59.18	57.14	63.77	30.61	28.57	28.99
Grade 8	7.82	8.28	9.38	58.10	53.79	67.97	34.08	37.93	22.66
All Grades	9.17	10.60	7.12	58.17	56.39	62.27	32.66	33.01	30.61

Conclusions based on this data:

1. Based on the data, there's a concerning trend in mathematics proficiency, with over 50% of students failing to meet the standard over the past three years. Monitor for curriculum implementation.
2. Despite a curriculum change, the area of problem solving/modeling & data analysis particularly problematic with nearly 50% of students not meeting the standard in 2024. Addressing this issue will require a thorough examination of instructional methods and additional support to improve students' grasp of fundamental mathematical concepts.
3. The data underscores the necessity for math intervention to address gaps in understanding and provide support for current learning.

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
6	1536.0	1523.5	1522.8	1544.2	1535.0	1531.6	1527.3	1511.4	1513.5	30	27	29
7	1555.5	1543.6	1527.1	1571.4	1552.1	1533.2	1539.0	1534.7	1520.7	28	28	23
8	1566.2	1570.3	1540.6	1578.6	1586.4	1552.0	1553.3	1553.7	1528.5	22	24	21
All Grades										80	79	73

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	23.33	14.81	27.59	43.33	48.15	41.38	26.67	25.93	20.69	6.67	11.11	10.34	30	27	29
7	39.29	32.14	21.74	32.14	28.57	39.13	21.43	25.00	21.74	7.14	14.29	17.39	28	28	23
8	31.82	29.17	23.81	50.00	58.33	47.62	9.09	12.50	19.05	9.09	0.00	9.52	22	24	21
All Grades	31.25	25.32	24.66	41.25	44.30	42.47	20.00	21.52	20.55	7.50	8.86	12.33	80	79	73

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	50.00	51.85	44.83	36.67	33.33	41.38	10.00	7.41	3.45	3.33	7.41	10.34	30	27	29
7	46.43	50.00	52.17	32.14	25.00	17.39	17.86	14.29	8.70	3.57	10.71	21.74	28	28	23
8	63.64	62.50	42.86	22.73	25.00	42.86	4.55	12.50	4.76	9.09	0.00	9.52	22	24	21
All Grades	52.50	54.43	46.58	31.25	27.85	34.25	11.25	11.39	5.48	5.00	6.33	13.70	80	79	73

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.33	3.70	0.00	23.33	11.11	34.48	50.00	40.74	34.48	23.33	44.44	31.03	30	27	29
7	3.57	7.14	13.04	28.57	28.57	26.09	53.57	42.86	26.09	14.29	21.43	34.78	28	28	23
8	13.64	0.00	4.76	36.36	45.83	28.57	36.36	41.67	38.10	13.64	12.50	28.57	22	24	21
All Grades	6.25	3.80	5.48	28.75	27.85	30.14	47.50	41.77	32.88	17.50	26.58	31.51	80	79	73

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
6	13.33	18.52	24.14	76.67	74.07	58.62	10.00	7.41	17.24	30	27	29
7	17.86	21.43	13.04	57.14	57.14	60.87	25.00	21.43	26.09	28	28	23
8	13.64	12.50	23.81	77.27	83.33	66.67	9.09	4.17	9.52	22	24	21
All Grades	15.00	17.72	20.55	70.00	70.89	61.64	15.00	11.39	17.81	80	79	73

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
6	65.52	77.78	79.31	31.03	18.52	10.34	3.45	3.70	10.34	29	27	29
7	82.14	71.43	68.18	14.29	17.86	13.64	3.57	10.71	18.18	28	28	22
8	72.73	87.50	80.95	18.18	12.50	9.52	9.09	0.00	9.52	22	24	21
All Grades	73.42	78.48	76.39	21.52	16.46	11.11	5.06	5.06	12.50	79	79	72

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
6	3.33	3.70	10.34	50.00	22.22	41.38	46.67	74.07	48.28	30	27	29
7	14.29	21.43	17.39	42.86	35.71	34.78	42.86	42.86	47.83	28	28	23
8	18.18	8.33	14.29	40.91	54.17	42.86	40.91	37.50	42.86	22	24	21
All Grades	11.25	11.39	13.70	45.00	36.71	39.73	43.75	51.90	46.58	80	79	73

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
6	10.00	7.41	17.24	86.67	85.19	68.97	3.33	7.41	13.79	30	27	29
7	7.14	10.71	21.74	85.71	75.00	60.87	7.14	14.29	17.39	28	28	23
8	4.55	12.50	14.29	86.36	87.50	71.43	9.09	0.00	14.29	22	24	21
All Grades	7.50	10.13	17.81	86.25	82.28	67.12	6.25	7.59	15.07	80	79	73

Conclusions based on this data:

1. A significant portion of students are at English Language Development (ELD) levels 3 and 4, indicating a need for targeted support in order to support students RFEPing.
2. There is a need for additional resources and targeted instruction to enhance language development for students who are identified as newcomers
3. After analyzing the data, there may need to be a restructuring as to how students are grouped for best instructional outcomes.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
398	71.4%	18.6%	1.3%
Total Number of Students enrolled in Catherine L. Zane Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	18.6%
Foster Youth	5	1.3%
Homeless	31	7.8%
Socioeconomically Disadvantaged	284	71.4%
Students with Disabilities	65	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	19	4.8%
Asian	40	10.1%
Filipino	1	0.3%
Hispanic	118	29.6%
Two or More Races	61	15.3%
Pacific Islander	6	1.5%
White	150	37.7%

Conclusions based on this data:

1. All students demonstrated academic growth in the area of ELA with a 12.7-point increase on the California Dashboard; however, LTEL students and students with disabilities remained in the orange band, indicating a continued need for targeted support to address achievement gaps.
2. while Zane maintained its overall Mathematics status with all students in the orange band, significant disparities persist as LTEL, EL, SWD, and Hispanic subgroups continue to score in the red band and require focused support; SED students, while in the orange band, also warrant attention to ensure continued progress.
3. In conclusion, the high chronic absenteeism rate of 30.3% indicates a significant lack of student engagement, which is likely a major contributing factor negatively impacting overall student achievement and necessitates targeted strategies to improve attendance and foster a more engaged learning environment.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While Zane Middle School has successfully moved the overall suspension rate from Red to Yellow, the disproportionately high suspension rate for Students with Disabilities (SWD), which remains in the Red band, requires targeted interventions to ensure an equitable and supportive environment; our ongoing goal is to further decrease the overall suspension rate, moving Zane to the Green level for all student groups.

2. While overall chronic absenteeism has improved, moving from Red to Yellow, significant disparities persist with Long-Term English Learners (LTEL), Students with Disabilities (SWD), and students identifying with Two or More Races remaining in the Red band; targeted and proactive interventions are essential to address the unique barriers these student groups face to ensure consistent engagement, improved academic outcomes, and overall well-being.
3. While Zane Middle School demonstrated overall growth in math proficiency, the 2024 California Dashboard reveals persistent and significant gaps for Long-Term English Learners (LTEL), English Learners (EL), Students with Disabilities (SWD), and Hispanic students, all of whom remain in the Red band for math proficiency; targeted and intensive interventions, focusing on building foundational competencies and providing equitable access to high-quality, differentiated math instruction, are crucial to address these disparities and ensure all subgroups achieve mathematical proficiency.

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> Yellow</div> <div>25.0 points below standard</div> <div>Increased 12.7 points</div> <div>360 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>57.5 points below standard</div> <div>Increased 13.6 points</div> <div>94 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>82.3 points below standard</div> <div>Increased 6.1 points</div> <div>44 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>81.4 points below standard</div> <div>Maintained 0.7 points</div> <div>26 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>35.3 points below standard</div> <div>Increased 19.8 points</div> <div>268 Students</div>

Students with Disabilities  Orange 112.8 points below standard Increased 18.0 points 60 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 86.4 points below standard Increased 18.6 points 17 Students
Asian  Green 0.9 points below standard Increased 23.4 points 39 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 48.7 points below standard Increased 16.5 points 106 Students
Two or More Races  Yellow 28.0 points below standard Increased 14.4 points 55 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Green 1.9 points below standard Increased 7.7 points 134 Students

Conclusions based on this data:

1. The data shows that overall ELA scores and identifiable subgroups increased or maintained their achievement levels during 2024.
2. While Zane Middle School saw an overall increase in ELA scores, bringing the "All Students" group to the Yellow band, Long-Term English Learners (LTEL) and Students with Disabilities (SWD) continue to perform in the Orange band, indicating a need for targeted and potentially differentiated instructional approaches to ensure these subgroups experience equitable growth in ELA proficiency despite the overall positive trend.
3. While Zane Middle School saw overall growth in ELA performance, bringing the "All Students" group to the Yellow band, socio-economically disadvantaged (SED) students demonstrated a significant growth of 19.8 points, indicating promising progress; continued targeted support and resources are essential to sustain this positive trend and further close the achievement gap in ELA for SED students, ensuring equitable outcomes.

School and Student Performance Data

Academic Performance Mathematics

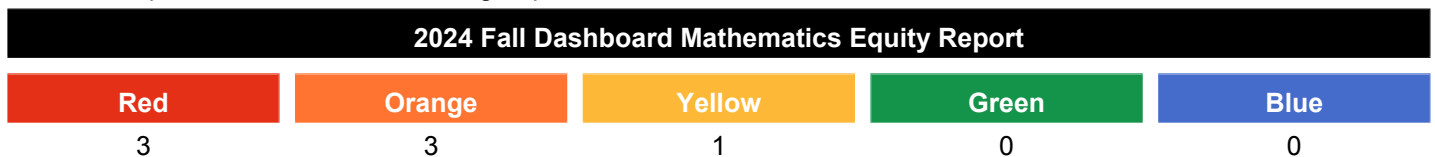
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
All Students  Orange 85.4 points below standard Maintained 0.5 points 359 Students	English Learners  Red 136.1 points below standard Declined 12.9 points 95 Students	Long-Term English Learners  Red 165.0 points below standard Declined 16.6 points 44 Students
Foster Youth  No Performance Color Less than 11 Students 4 Students	Homeless  No Performance Color 170.3 points below standard Declined 67.3 points 27 Students	Socioeconomically Disadvantaged  Orange 99.4 points below standard Increased 6.0 points 266 Students

Students with Disabilities  Red 176.3 points below standard Declined 10.1 points 59 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 115.2 points below standard Increased 45.6 points 17 Students
Asian  Orange 86.8 points below standard Declined 16.1 points 38 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 120.2 points below standard Declined 5.8 points 107 Students
Two or More Races  Yellow 81.1 points below standard Increased 24.4 points 55 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Orange 54.7 points below standard Declined 3.9 points 133 Students

Conclusions based on this data:

1. Despite the "All Students" group scoring in the Orange band for math, significant and persistent disparities exist, with Long-Term English Learners (LTEL), English Learners (EL), Students with Disabilities (SWD), and Hispanic students all performing in the Red band, highlighting a critical need for targeted, intensive, and differentiated interventions focused on building foundational mathematical competencies and providing equitable access to high-quality math instruction for these subgroups to ensure meaningful progress and close the achievement gap
2. While the "All Students" group maintained their math performance level, a concerning trend is the decline in achievement among most significant subgroups, indicating that overall stability masks widening disparities and necessitates a renewed focus on targeted interventions and supports to ensure equitable growth in mathematical proficiency for all students
3. The promising math growth observed last year among students experiencing homelessness has unfortunately declined in the 2024 data, indicating that the factors contributing to the previous success may not be consistently in place or that new challenges are impacting this vulnerable subgroup; a critical review of the supports and interventions for homeless students in mathematics is necessary to understand the reasons for this shift and to re-establish effective strategies for promoting their academic progress.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
58.8% making progress.	62.8% making progress.
Number Students: 68 Students	Number Students: 43 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
16.2%	23.5%	10.3%	47.1%

Conclusions based on this data:

- Based on the data provided, it can be concluded that 68 identified English Language Development (ELD) students are making progress while 43 LTEL identified students were noted to be making progress.
- 23.5% of students maintained their performance levels, suggesting a consistent understanding and retention of the material.
- 16.2% of students experienced a decrease in their performance levels, indicating potential challenges or areas for further intervention and support. Overall, these findings underscore the importance of ongoing assessment and targeted interventions to support the diverse needs of ELD students.

School and Student Performance Data

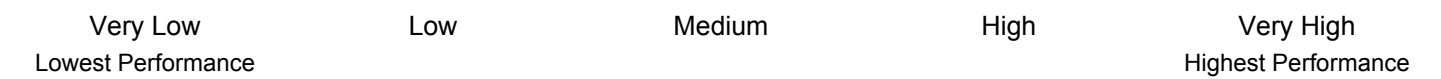
Academic Performance College/Career Report

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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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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

30.3% Chronically Absent

Declined 3.8

419 Students

English Learners



Orange

24.1% Chronically Absent

Declined 1.7

79 Students

Long-Term English Learners



Red

29.2% Chronically Absent

Increased 9.5

48 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Homeless



No Performance Color

57.8% Chronically Absent

Increased 2.2

45 Students

Socioeconomically Disadvantaged



Yellow

31.5% Chronically Absent

Declined 6.6

317 Students

Students with Disabilities  Red 44.4% Chronically Absent Increased 1.1 72 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 33.3% Chronically Absent Declined 20.5 18 Students
Asian  Orange 15% Chronically Absent Increased 7 40 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 30.1% Chronically Absent Declined 5.9 133 Students
Two or More Races  Red 40.6% Chronically Absent Maintained 0.4 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Yellow 30.3% Chronically Absent Declined 3.4 155 Students

Conclusions based on this data:

1. Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 30.3% of all students being chronically absent.
2. Of particular concern are the higher rates among socioeconomically disadvantaged students, with 31.5% identified as chronically absent, and students with disabilities, at 44.4% indicating these students need support accessing their education.
3. Students with disabilities maintained their status compared to the previous year, this rate is drastically higher than the All school rate which continues to underscore the need for targeted interventions and support to address the underlying factors contributing to absenteeism and ensure equitable access to education for all students.

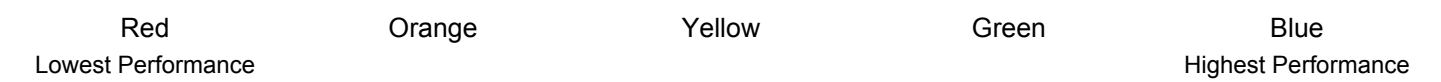
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

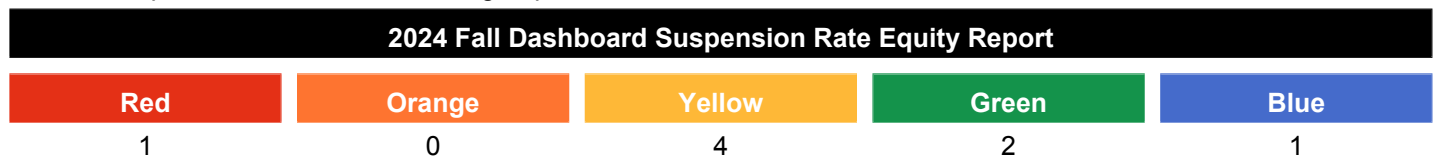
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about 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		
All Students	English Learners	Long-Term English Learners
 Yellow	 Green	 Green
10% suspended at least one day	7.1% suspended at least one day	6.1% suspended at least one day
Declined 6.1%	Declined 6.2%	Declined 10.3%
432 Students	85 Students	49 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	11.8% suspended at least one day	12.4% suspended at least one day
8 Students	Declined 3.1%	Declined 6.5%
	51 Students	330 Students

Students with Disabilities  Red 24.3% suspended at least one day Increased 1.6% 74 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 15.8% suspended at least one day Declined 3.4% 19 Students
Asian  Blue 0% suspended at least one day Declined 5.9% 42 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 8.6% suspended at least one day Declined 9.3% 140 Students
Two or More Races  Yellow 10.9% suspended at least one day Declined 4.2% 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Yellow 13.3% suspended at least one day Declined 3.6% 158 Students

Conclusions based on this data:

1. Based on the suspension data provided, there is a decrease of 6/1% in suspension rates among all students, particularly among socioeconomically disadvantaged students.
2. There were decreases in suspension rates among students in all subgroups with the exception of students with disabilities decreased.
3. Students with disabilities showed an increase in suspension rates and may require additional support in order to reduce this number.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

1. Students will increase math scores by 59.9 points on the California Dashboard moving the band of color from orange to yellow. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL]
2. Students will increase ELA CAASPP scores by 32.7 points as measured by the California Dashboard moving the band of color from orange to yellow.. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL.]

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

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.

On the most recent CAASPP state test, Zane students scored 25 points below the standard in the area of ELA, moving Zane in the orange to yellow band on the CA dashboard. Additionally, Zane students are 85.4 points below the standard in the area of mathematics, also placing Zane in the orange range of the CA 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
Points below/above the standard according to the CA dashboard in the areas of English Language Arts and Mathematics	On the most recent CAASPP state test, Zane students scored 25 points below the standard in the area of ELA, placing Zane in the yellow band on the CA dashboard. Additionally, Zane students are 85.4 points below the standard in the area of mathematics, placing Zane in the orange band of the CA dashboard.	In order for Zane students to move to the next color band on the CA dashboard: Student will need to increase their scores in ELA by 15 points moving them from yellow to green and in math by a minimum of 3.0 points also moving Zane students from orange to yellow.

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	Professional Development for staff to support students in meeting grade level standards	All students	5000 Title I 5800: Professional/Consulting Services And Operating Expenditures

1.2	Provide additional hours for library technician to operate the library so that students can access instructional materials, fiction and nonfiction reading materials, and a quiet workspace. Additionally, the library offers a Makers Space for students during unstructured time.	All Students	19,128 Title I 2000-2999: Classified Personnel Salaries Pos 461 = 0.25 FTE
1.3	Provide materials and supplies to enrich curriculum and enhance engagement as needed per teacher request (supplemental reading materials to enhance literacy program, school supplies for students identified as socio-economically disadvantaged, homeless, or foster youth, software licenses). In addition, provide planners and binders for all students to support organizational skills which leads to increased student success in classrooms and life long skills.	All Students	5,000 Title I 4000-4999: Books And Supplies
1.4	CARE Specialist will provide targeted training and workshops for teachers, focusing on effective instructional strategies and best practices that enhance student learning. They facilitate collaboration among teachers, encouraging the sharing of ideas, resources, and successful practices that can lead to improved student outcomes. Coaches observe classroom instruction and provide constructive feedback, helping teachers refine their techniques and implement new strategies that engage students. They share strategies for increasing student engagement, motivation, and participation, which are critical for improving achievement. By supporting teachers in these ways, instructional coaches contribute to creating a more effective learning environment that ultimately benefits students.	All Students	33,739 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pos 770 = 0.30 FTE
1.5	Provide intervention classes in the areas of ELA and Mathematics	All Students	34,310 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pos 1114 = 0.40 FTE
1.6	The counseling clerk supports a shift to competency-based education (CBE) by enabling personalized progress tracking, coordinating targeted interventions crucial for disadvantaged students, facilitating vital family communication about CBE, and helping address non-academic barriers to learning. This dedicated support ensures equitable access and empowers Title I students to achieve mastery within the CBE framework.	All Students	29,647 Title I 2000-2999: Classified Personnel Salaries Pos 312 = 0.50 FTE
1.7	Parent and Family Engagement Activities	All students	3,218 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
1.8	After School Tutoring Activities to support students with achieving competency in content areas.	All Students	3,000 Title I 5000-5999: Services And Other Operating Expenditures

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 implementation of strategies/activities aimed at improving mathematics and ELA has yielded mixed results. In ELA, significant progress is evident as students moved from the orange to the yellow band on the California Dashboard, despite still scoring 25 points below the standard. This indicates that ELA-focused interventions have been effective in driving overall improvement. However, mathematics outcomes are less encouraging, with students maintaining their placement in the orange band and remaining a substantial 85.4 points below the standard, suggesting that mathematics-focused strategies have been less impactful in achieving the articulated goal of improvement. Notably, the growth observed within the red-band subgroups across both subjects, despite not yet reaching the orange band, provides evidence that Title 1 funded interventions are indeed positively influencing student achievement within these targeted populations. Therefore, while ELA strategies have shown demonstrable overall effectiveness, mathematics interventions require re-evaluation and strengthening to achieve similar levels of progress. The positive growth within struggling subgroups suggests a promising direction for targeted support, which should be continued and potentially expanded.

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

In conclusion, the strategies and activities aimed at meeting the articulated goal were implemented as intended, with no major differences between the planned implementation and the actual budgeted expenditures.

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.

Based on the analysis, the core intervention strategy of providing 7th and 8th-grade intervention courses will be maintained. However, there will be key refinements to enhance their effectiveness. Specifically, the curriculum and instructional supports within these courses will be modified. It is important to note that while the instructors for these intervention courses are funded through Title 1, the changes to the curriculum and supports will not be funded by Title 1 dollars.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate

Increase student attendance and decrease referrals by 5% as measured by attendance rates, grades and SWIS data in order to improve student grades.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

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.

Assessment data indicates a need for additional support in these areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS Data and California Dashboard	The 2022-23 California Dashboard 16% of all students were suspended placing Zane in the red color band for this area. During the 2023-24 the suspension rate was reduced to 6.1% moving Zane from the red band to the yellow band on the California dashboard.	To decrease all students suspension rate to 5% while reducing the Students with Disabilities suspension rate by a minimum of 2.5% points moving this subgroup from red to orange of the California Dashboard.

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	Continued implementation of PBIS strategies and professional developments. Incentives and reward activities for students (\$500). Other expenses as needed directly related to PBIS.	All students	3,000 Title I 4000-4999: Books And Supplies
2.2	Create engaging, hands-on learning experiences (educationally related field trips) around themes such as science, the arts, or local history to spark student interest. Collaborate with local organizations to provide workshops, guest speakers, and mentorship programs that enrich the curriculum. Utilize online resources and platforms that offer	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures Fieldtrips

	courses and tutorials in various subjects, allowing students to learn at their own pace.		
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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.

Zane Middle School made some real progress in reducing suspensions! Moving from the red to the yellow band on the California Dashboard signifies a noteworthy improvement in school climate and student behavior. This shift suggests that the implemented strategies are indeed having a positive impact on keeping students in school.

The substantial reduction of 345 less Behavior Tracking Forms (BTFs) written in the 2023-24 school year provides even stronger evidence for the effectiveness of these intervention strategies. A decrease of this magnitude indicates that whatever changes were put in place are likely addressing the root causes of some behavioral issues, leading to fewer incidents requiring formal documentation.

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

There are no major differences to note.

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

No changes at this time.

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.

ELD and Multi-Tiered Systems of Support
Increase the number of students RFEPing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

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.

Zane has significant number of students that are identified as long term English learners. In addition, Zane has a need for supporting all students with a multi-tiered system of supports model.

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 Dashboard	58.8% of ELD students are making progress towards English Learner Proficiency; this is a 6.8% increase. However, ELD students are scoring in the yellow band in comparison to all students on the ELA assessment and LTEL student are in the orange band.	ELD students need to increase their scores in the area of ELA by a minimum of 3.0 percent points to move from the Yellow band to Green on the California Dashboard while LTEL students need to make the same growth moving them from the orange to yellow 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
3.1	Allocate resources for small group instruction led by trained staff to provide targeted support.	Identified underperforming students ELD	45,090 Title I 1000-1999: Certificated Personnel Salaries 2 sections ELD (pos 163 = 0.40 FTE)
3.2	Allocate funds to hire bilingual aides or support staff who can assist ELD/Classroom teachers and provide additional support to students.	Identified underperforming students ELD	42,455 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 659 = 0.875 FTE

3.3	Title I funds will enhance services for multilingual families through translation, culturally relevant resources, and programs empowering them as active partners in their children's education.	ELD Students	2,000 Title I 5000-5999: Services And Other Operating Expenditures
3.4	Student Study Team to support students through the multi-tiered system of supports (substitute coverage and SST coordinator)	All students	1536 Title I 1000-1999: Certificated Personnel Salaries
3.5	Allocate resources for small group instruction led by trained staff to provide targeted support.	ELD Students	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2 sections (District Directed)

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 California Dashboard data reveals effective interventions for English Language Development (ELD) students. In 2024, ELD students, including Long-Term English Learners (LTELs), achieved significant academic growth, moving from the orange band in 2023 to the green band. This improvement underscores the positive impact of the implemented strategies in supporting the linguistic and academic progress of ELD students.

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

There were no major differences to note.

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

The changes incorporated into this goal will be the additional support of an ELD technician to further support student growth in the area of language development noted in strategy 3.2

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.

Attendance- Increase average daily attendance of the student population
Improve student attendance with a focus on chronic absenteeism

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

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.

During the 2023-24 school year, 30.3% of Zane students were chronically absent as measured by the California Dashboard. This is well above the state average of 18.6% of students.

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
Califonia Dashboard, PowerSchool Insights, A2A	The data indicates that 30.3% of students are chronically absent placing the school in the yellow band on the California dashboard as this is an improvement of 3.8%. Particularly concerning subgroups are Student with Disabilities, LTEL, and Two or More Races.	Zane Middle School will achieve a decrease of 3.0 percentage points in the rate of chronically absent students resulting in ZMS maintaining in the yellow band while focusing on the following subgroups: LTEL, Students with Disabilities and Two or More Races moving them from the red to orange band on the California dashboard.

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

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.

Zane Middle School dropped the chronic absenteeism rate by approximately 3% last year moving the school from from red to yellow on the California Dashboard.

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

The counseling clerk will be fully funded from the District this year.

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

Zane Middle School will continue to work on decreasing Chronic Absenteeism through MTSS, Community Schools, and other district efforts. The goal would be to reduce our Absenteeism rate by an additional 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 5

Title and Description of School Goal

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

Suspension rate will be decreased for all students with a concentrated effort on the subgroup of socioeconomically disadvantaged

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

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 data from the California Dashboard indicates that 10% of students at Zane Middle School have been suspended for at least one day. This may directly impact student success across various academic domains, particularly in English Language Arts (ELA), Math, and chronic absenteeism. The data reveals that students with disabilities are placed in the red band, signaling significant challenges in academic performance and attendance within this demographic.

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 Dashboard, PowerSchool, SWIS	Data for the 2023-24 year, as reflected on the California Dashboard, indicates that 10% of students have been suspended for at least one day, a decrease of 6.1% from the previous year.	Zane Middle School will reduce suspensions of students with disabilities from 24.3% by a minimum of 0.3 to 2.9 percentage points.

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
5.1	Continued implementation of Saturday Workshop as an alternate to suspension.	All Students	3,687 Title I 1000-1999: Certificated Personnel Salaries
5.2	Hire additional staff (Restorative Practices Support Person) to support students	All Students	26,910 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

			Pos 1093 = 1.00 FTE total - partially DD funded 33,711 Title I 2000-2999: Classified Personnel Salaries Pos 1093 partial 11,137 Supplemental & Concentration 2000-2999: Classified Personnel Salaries Pos 1093 - overallocated. Support with S/C
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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 implemented at Zane Middle School to reduce student suspensions demonstrated effectiveness in the 2023-24 school year. According to the California Dashboard, the suspension rate decreased by 6.1%. This improvement resulted in a positive shift from the red to the orange band on the Dashboard, indicating progress towards the articulated goal of improving school climate and reducing exclusionary discipline.

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

None

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

The Restorative Practices Support Specialist that was partially funded in the 2024-45 SPSA will be allocated to other funding sources.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,568.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$155,799.00
Title I Part A: Allocation	\$137,414.00
Title I Part A: Parent Involvement	\$3,218.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$296,431.00

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

State or Local Programs	Allocation (\$)
Supplemental & Concentration	\$11,137.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$11,137.00

Total of federal, state, and/or local funds for this school: \$307,568.00

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
Supplemental & Concentration	11,137.00
Title I	155,799.00
Title I Part A: Allocation	137,414.00
Title I Part A: Parent Involvement	3,218.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	118,362.00
2000-2999: Classified Personnel Salaries	162,988.00
4000-4999: Books And Supplies	11,218.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	11,137.00
1000-1999: Certificated Personnel Salaries	Title I	50,313.00
2000-2999: Classified Personnel Salaries	Title I	82,486.00
4000-4999: Books And Supplies	Title I	8,000.00

5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	68,049.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	69,365.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,218.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,042.00
Goal 2	8,000.00
Goal 3	91,081.00
Goal 5	75,445.00

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
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Tammi Wagner	Principal
Megan McDonnell	Other School Staff
Scott Grant	Classroom Teacher
Carrie O'Neill	Classroom Teacher
Edwin Garcia	Other School Staff
Tassai Garcia	Parent or Community Member
Megan Teagarden	Parent or Community Member
Lance Oden	Classroom Teacher
Kate Burger	Secondary Student
Bree Ronlund	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Zane Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/25.

Attested:

Principal, Tammi Wagner on 4/28/25

SSC Chairperson, Edwin Garcia on 4/28/25

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.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such 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.

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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