School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alondra Middle School	19-64873	November 7, 2023	December 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

ATSI Focus Groups:

African American Students-
Qualifying Criteria: ELA, Math, Chronic Absenteeism and Suspension

Students with Disabilities-
Qualifying Criteria-ELA, Math and Absenteeism

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

Alondra's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and it's associated strategies/activities) can be referenced to the LCAP's intent. The plan is designed to close the achievement gap.

Goal 1 – Student Achievement: Language Arts/ELD
Aligns with LCAP Goal 1 Develop a College and Career Culture
Aligns with LCAP Goal 2 Support High Quality Teaching and Learning with State Standards
ATSI Focus Groups: African American and Students with Disabilities

Goal 2 – Student Achievement: Math
Aligns with LCAP Goal 1 Develop a College and Career Culture
Aligns with LCAP Goal 2 Support High Quality Teaching and Learning with State Standards

ATSI Focus Groups: African American and Students with Disabilities

Goal 3 – School Climate
Aligns with LCAP Goal 3 Create Positive School Climate and Environments Conducive to Learning (Chronic Absenteeism and Suspension)
Aligns with LCAP Goal 4 Develop Parent and Community Partnerships
ATSI Focus Groups: African American and Students with Disabilities

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Alondra Middle School developed a one-year (2023-2024) school plan which aligned to the district's goals and incorporated strategies specific to the school site. Throughout the 2022-2023 school year, the School Site Council reviewed the needs and progress of the school. Student achievement data, student attendance data, and surveys were reviewed as part of the school needs assessment process.

Stakeholder input is continuously sought at leadership meetings, School Site Council meetings, English Learner Advisory Council (ELAC) meetings, and parent workshops.

On August 14, 2023, a review was also conducted with Alondra staff including teachers and support staff. The team discussed achievement data, uncovered needs, identified goals and actions to focus on for the rest of the year. The proposed schoolwide goals were reviewed.

On August 22, 2023 and September 5, 2023 the Site Leadership Team met and discussed strategies to improve student academics. The team reviewed the 2023 SBC scores and identified the need to continue supporting students with ELA and math strategies. Also, with the support if our new block schedule and intervention courses that have been added to this years course offerings, students will have the opportunity to increase their reading, writing, and math skills.

On September 27, 2023, a Title I Parent Meeting was held . During the meeting, parents were asked for input on suggestions on how to support student success. Parent suggested that more interventions were needed to support students.

On October 27, 2023, the School Site Council meet to discuss the data from last years CAASSP and this year's i-Ready diagnostic data was analyzed and used to identify goals and they were presented and discussed with the SSC and ELAC committee for their input, suggestions, and ideas to be included in the plan. After reviewing the data, the council recommended to increase interventions to support struggling students and identify ways to increase student recognition and celebrations.

On November 1, 2023, a parent workshop was held and focused on how to support students with their academic achievement. The SPSA goals were reviewed and shared with parents and they shared their input.

Spring 2023:

Various meetings were held last school year and sought out stakeholder input.

On February 28, 2023, a parent workshop was held to discuss the schoolwide SPSA goals. During the workshop, parents were informed about SBA goals and testing strategies that students can focus on to improve their testing scores.

On March 7, 2023, the SSC and ELAC committees met and discussed student academic progress and the use of the i-ready Diagnostic on campus. During the discussion, overall scores were shared and the team agreed that student still continue to have a need for support in ELA and math.

On March 29, 2023, a parent workshop was held to discuss schoolwide goals, SBA strategies and intervention opportunities for students.

On April 5, 2023, a parent meeting was held with our Newcomer student's parents to review schoolwide goals. academic strategies to improve their English skills and support their transition to a new school.

On April 25, 2023, the Professional Leadership Community (PLC) Team met and discussed current student grades in ELA and math. During the meeting, the team shared that several students continued to struggle and needed support. The SPSA goals address these two focus areas.

On May 30, 2023, the AVID Committee meet and discussed the school's AVID plan and the SPSA areas that the school needed to continue to focus on. There is a need to continue schoolwide focus on college and career awareness, implementing WICOR strategies which support the school wide SPSA goal in ELA and math, and continue promoting positive school culture.

As a result of the stakeholder involvement and data reviews, Alondra has been able to complete a comprehensive needs assessment. The findings of this needs assessment demonstrated the need to improve student achievement for all students in the areas of language arts and mathematics, and to continue focusing on school climate to increase school connectedness and reduce chronic absenteeism.

Resource Inequities

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

Goal 1 and Goal 2: Additional interventions are needed to assist with closing the achievement gap and ensure that students are improving academically in ELA/ELD and math. Additional interventions will be offered to support students including ATSI focus groups (African American and Students with Disabilities). Resources need to be allocated to fund additional support from the sites RSP teachers, Language Assessment Assistant and Instructional Assistants which is needed within the classroom to support students.

Goal 3: The school's attendance plan needs to be revised to support chronically absent students that are struggling with attending school and provide schoolwide incentives to recognize students that are attending consistently. Our ATSI focus groups (African American and Students with Disabilities) will be supported within this plan to decrease chronic absences. Resources need to be allocated to address chronic absenteeism and decrease suspensions including student incentives and celebrations.

Goal 3: Additional personnel support is needed to with supervision to ensure a safe and civil school. Resources need to be allocated to provide additional supervision support by our Noon Duty Aides. Also, additional schoolwide behavior support, incentives and celebrations are needed to support students with academic success and deter inappropriate behaviors. Our ATSI focus groups (African

American students) will be supported within this plan. Resources will be allocated to support schoolwide incentives and celebrations.

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
    1. Choose from one of these
        1. Not Implemented
        2. Partially Implemented
        3. Fully Implemented
3. Effectiveness
    1. Choose from one of these
        1. Not Effective
        2. Somewhat Effective
        3. Very Effective
4. Data to support Effectiveness Claim
    1. What data (qualitative or quantitative) supports your effectiveness claim
    2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
    1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
    1. Goal
    2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Professional Development Teachers will be provided professional learning and support in ELA and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, and AVID. Activities will include, but not be limited to the following: • Site Based Training (Instructional-Purposeful Lessons/Outcomes, Learning Targets, and Success Criteria) • District Training (ELA/ELD, Lead Teacher Meetings, CADT)	Fully Implemented	Very Effective	*Meeting agendas and PowerPoints presented *Held P.D. throughout the year * Trainings and Collaborations meetings * Teacher lesson plans * Conferences attended	Yes	LCAP

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		• Academic Conferences • Collaborative Lesson Planning • AVID Training (school wide planning, meetings, conferences, workshops) • Planned walkthroughs/ observations • Structured Teacher Planning Time (STPT) • Schools To Watch (on-going planning, walkthrough/feedback on commitments & department presentations)					
1	2	ELA/ELD Academic Coach for Instructional Support To identify students for interventions, assist with organization and scheduling of interventions. Interpret and analyze data from EL diagnostic assessment, provide training to teachers to administer assessments, assists test administration with make-up and special education testing. CAASPP/SBAC administration including scheduling, training of proctors, assisting in administration to small groups. Conduct English Learner program tasks, including sorting, distributing and signing EL/RFEP monitoring forms, communicating the reclassification process to parents, attending ELAC meetings, planning preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices	Fully Implemented	Very Effective	*Coach schedules, presentations, planning meeting *Supported staff and students *Supported English Learners *Supported SBA and Assessments * Reviewed and analyzed data	Yes	LCAP and Title I

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		specific to EL Learners, and classroom instructional walks. The ELA/ELD coach will also handle the scheduling of ELD students, monitoring designated ELD classes, supporting ELD instruction, and monitoring the Alondra Newcomer Program. Serve on various school site teams and the school leadership committee. The coach will also support the instructional program using the following strategies: • Co-planning • Co-teaching • Plan and provide professional development • Lesson Study • Observations/Feedback					
1	3	Instructional Materials and Supplies • ELA/ELD/SS/SPED Content Materials • Textbooks • Technology & Tech Materials • AVID Curriculum/Activities • Incentives Equipment Teachers will need various equipment such as laminator, copier, Duplo, poster maker, etc. This ensures teachers are able to provide a print rich classroom environment.	Fully Implemented	Very Effective	*Resources were available for the site as needed	Yes	LCAP
1	4	Interventions to Address Learning Gaps Provide students with targeted re-teaching of high priority language arts standards to address skill/concept deficits as measured by teacher	Fully Implemented	Somewhat Effective	* Held interventions for all grade levels *Parent meetings were held to share school wide strategies and strategies to apply at home	Yes	LCAP

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		assessments. • Before or After school tutoring/support (ELA, ELD, Literacy Strategies and Homework) • Goal setting • Parent meetings/workshops (Based on assessed needs, mental health needs, etc.) • Celebrate success and incentives (Quarterly and monthly recognition for academics, behavior and attendance) • MTSS (Team meetings and teacher collaboration meetings) • Push-In Support/Pull-Out Support • LAT Meetings					
1	5						
1	6						
1	7						
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	18						
1	19						
1	20						
2	1	Professional Development Teachers will be provided professional learning and support in mathematics instruction through professional development and coaching. Activities will include, but not be limited to the following: • Site based training in purposeful instructional lessons/outcomes, learning targets, success criteria, and ELL strategies • District training (Thinking Classroom, Lead Teacher meetings, and CADT) • Collaborative lesson planning • Planned walkthroughs/ observations • AVID Training (School wide commitments and training on established site goals) • First Best Instruction: Purposeful Learning, Meaningful Tasks, and Collaborative Conversations	Fully Implemented	Very Effective	*Meeting agendas and PowerPoints presented *Held P.D. throughout the year * Trainings and Collaborations meetings * Conferences attended *Teacher lesson plans	Yes	LCAP
2	2	Math Academic Coach for Instructional Support To identify students for interventions, assist with organization of and scheduling of interventions. Serve on various school	Fully Implemented	Very Effective	*Coach schedules, presentations, planning meeting *Supported staff and students *Supported English Learners *Supported SBA, math and Science and Assessments	Yes	LCAP and Title I

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		site teams, including the MTSS and the school leadership committee. The coach will also support the instructional program using the following strategies: • Co-planning/collaboration • Co-teaching • Plan and provide professional development • Lesson study (6-8 math teams) • Observations/Feedback • STPT – math/science lesson planning, 5 D′s, Cycle of inquiry-data analysis, and goal setting			* Analyzed and reviewed data analysis		
2	3	Instructional Materials and Supplies • Math, Science, PLTW, MESA, Electives, and SPED content materials • Textbooks • Technology & Tech Materials • AVID curriculum/activities • PLTW curriculum/activities • Incentives	Fully Implemented	Very Effective	*Resources were available for the site as needed	Yes	LCAP & Title I
2	4	Interventions to Address Learning Gaps Provide students with targeted re-teaching of high priority math standards to address skill/concept deficits as measured by teacher assessments.	Fully Implemented	Somewhat Effective	* Interventions were held *Parent meetings were held to share school wide strategies and strategies to apply at home	Yes	LCAP

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		• After school tutoring/support (Math concepts and Homework help) • Goal setting • Parent meetings/work shops • Celebrate success and incentives - MTSS (Team meetings and teacher collaboration meetings) • Push-In Support/Pull-Out Support					
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Professional Development • Safe & Civil Training • Capturing Kids Hearts Training	Fully Implemented	Very Effective	*Trainings and meetings were held	Yes	LCAP

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		• STW Presentations/ Training • Collaborative Planning • Walkthroughs/ observations • Safe & Civil Team Site PD • Capturing Kids Hearts Premium Membership and Traction Visits • Parent Workshops/Trainings/Meetings • Counselor Guidance Lessons- Training for Students • Mental Health Awareness • Counselor, Social Worker, BIS Training and Conferences • SARB Training • MTSS Training • Restorative Practices					
3	2	Teacher on Special Assignment (TOSA) and Intervention Support Strategies will be used to improve school climate and student safety in addition to maintaining student engagement. TOSA Support • After School Tutoring/Support (team building/leadership program, academic goal-setting & attendance) • Team Building Activities (various clubs- green team, leadership, music, sports clubs & activities)	Fully Implemented	Very Effective	*Supported staff and students *Held trainings and workshops *Supported Safe and Civil School programs and schoolwide school culture including chronic absenteeism *Supported SBA and ELPAC assessments	Yes	LCAP

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		• Goal Setting (academic, college & career, attendance, & behavior) • Parent Meetings/Workshops (based on survey & assessment needs) • Celebrate Success/Awards (quarterly attendance/behavior recognition) • MTSS (team meetings, parent meetings, and student planned action support) • Push-In Support/Pull-Out Support (behavior, leadership, and academic support) Other Supports • Data Tech Support (Attendance, Schoology, Schoolmint, Parent Conferences & Master Schedule) • Counselor Individual/Group Interventions • Social Worker Interventions (parent support & workshops, behavior class support, Mod/Severe class support) • Instructional Aide support in the classroom					

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	3	Materials and Supplies • Electives Materials • CKH's Training & Materials • Safe & Civil Supplies and Incentives • Technology & Tech Materials • Materials and supplies for MESA • Materials for Extracurricular Clubs • Intramural Expenses • Behavior & Attendance Materials • Supplies for Community Outreach • HERO • Student Awards and Incentives	Fully Implemented	Very Effective	* Resources were available as needed	Yes	LCAP
3	4	Parent Engagement/Involvement Parents will be provided opportunities for involvement, training and support to foster meaningful partnerships between home and school. Parents will be provided opportunities to work together with staff to contribute to a shared school vision. Strategies and activities will include, but not be limited to the following: • Parent workshops/meetings • Parent training/development (EPIC Parent workshops and similar trainings) • Non-instructional materials for school events	Fully Implemented	Very Effective	*Parent meetings and workshops were held throughout the year	Yes	Title I

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		for parents (Books and other materials utilized to provide parents with current strategies around positive parenting, and ELA/ELD & math strategies to support their children at home).					
3	5						
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1						
4	2						
4	3						
4	4						
4	5						
4	6						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2

Overall Narrative

2022-23 Goal	Description
1	With the support of PD, our ELA/ ELD Instructional Coach and materials, students were provide a quality education to support their ELA skills
2	With the support of PD, our Math Instructional Coach and materials, students were provide a quality education to support their Math skills
3	With the support of PD, our TOSA and materials, students were provide a quality education to support their supporting our school culture.
4	

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	
2	
3	
4	

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4
Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location
1	4. Increase support from Language Assessment Assistant and Instructional Aides 4. Increase student incentives	*Classroom support logs *Academic growth * Schoolwide activities	Goal 1: Strategy/Activity 2 Goal 1: Strategy/Activity 4
2	4. Increase support from Language Assessment Assistant and Instructional Aides 4. Increase student incentives	*Classroom support logs *Increased academic growth *Schoolwide activities	Goal 2: Strategy/Activity 2 Goal 2: Strategy/Activity 4
3	To reduce chronic absenteeism and suspensions, the site will increase student incentives and celebrations	Monthly Attendance Reports Month Suspension Reports Meetings with chronically absent students Meetings with suspended students	Goal 3: Strategy/Activity 3

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6
Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state's annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the 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. (34 CFR Section 200.26[c][2])
(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

CDE SPSA Instructions

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 of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Briefly describe any major differences between either/or the intended implementation or 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1	0	0
African American	5.3%	5.36%	4.36%	48	45	34
Asian	1.0%	1.07%	1.16%	9	9	9
Filipino	0.4%	0.24%	0.39%	4	2	3
Hispanic/Latino	89.6%	90.46%	91.53%	809	759	713
Pacific Islander	1.0%	0.83%	1.16%	9	7	9
White	1.2%	0.95%	0.64%	11	8	5
Multiple/No Response	1.3%	1.07%	0.77%	12	9	6
			Total Enrollment	903	839	779

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	291	271	263
Grade 7	290	277	251
Grade 8	322	291	265
Total Enrollment	903	839	779

Conclusions based on this data:

1. Highest population of students are Hispanic
2. Decrease in student enrollment over the last 3 years
3. Largest grade level is 8th grade

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	193	191	188	21.4%	22.8%	24.1%
Fluent English Proficient (FEP)	360	329	283	39.9%	39.2%	36.3%
Reclassified Fluent English Proficient (RFEP)	14	26	56	7.3%	14%	29.7%

Conclusions based on this data:

1. The number of R-FEP students has significantly increased.
2. The site focused on ongoing ELD strategies.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	277	233	238	260	227	230	259	227	230	93.9	97.4	96.6
Grade 7	273	327	247	265	313	238	265	313	238	97.1	95.7	96.4
Grade 8	308	264	254	300	255	248	300	255	248	97.4	96.6	97.6
All Grades	858	824	739	825	795	716	824	795	716	96.2	96.5	96.9

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2492.	2494.	2510.	10.81	6.61	11.30	24.32	28.19	34.78	30.50	33.04	26.52	34.36	32.16	27.39
Grade 7	2522.	2513.	2505.	6.79	7.35	6.30	36.60	26.20	27.31	27.92	33.87	27.31	28.68	32.59	39.08
Grade 8	2547.	2527.	2534.	9.67	7.06	8.47	32.00	26.27	30.24	30.67	32.94	32.26	27.67	33.73	29.03
All Grades	N/A	N/A	N/A	9.10	7.04	8.66	31.07	26.79	30.73	29.73	33.33	28.77	30.10	32.83	31.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.85	10.13	13.04	51.55	50.66	57.39	37.60	39.21	29.57
Grade 7	8.30	9.65	7.56	61.89	62.06	58.82	29.81	28.30	33.61
Grade 8	13.71	12.16	8.06	55.18	48.63	55.24	31.10	39.22	36.69
All Grades	11.07	10.59	9.50	56.20	54.48	57.12	32.73	34.93	33.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	9.65	5.29	13.04	52.51	60.79	56.52	37.84	33.92	30.43
Grade 7	13.96	12.26	13.03	58.87	57.74	55.04	27.17	30.00	31.93
Grade 8	13.38	9.80	16.13	58.53	60.78	58.47	28.09	29.41	25.40
All Grades	12.39	9.47	14.11	56.74	59.60	56.70	30.86	30.93	29.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.85	12.33	8.26	74.03	72.69	79.57	15.12	14.98	12.17
Grade 7	9.81	7.40	7.98	76.60	72.99	72.69	13.58	19.61	19.33
Grade 8	11.04	10.20	12.10	74.25	70.98	74.19	14.72	18.82	13.71
All Grades	10.58	9.71	9.50	74.94	72.26	75.42	14.48	18.03	15.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	15.44	10.13	13.04	66.02	72.69	70.87	18.53	17.18	16.09
Grade 7	16.60	13.14	11.76	66.04	61.86	63.87	17.36	25.00	24.37
Grade 8	17.06	12.16	11.29	70.23	69.80	69.35	12.71	18.04	19.35
All Grades	16.40	11.96	12.01	67.56	67.51	68.02	16.04	20.53	19.97

Conclusions based on this data:

1. More sixth grades demonstrated at the standard exceeded or met levels.
2. More seventh grade students scored in the nearly met or not met levels.
3. Listening and Research/inquiry were the areas with the most students at or near the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	278	232	238	265	231	235	265	231	235	95.3	99.6	98.7
Grade 7	273	327	247	261	321	244	261	321	244	95.6	98.2	98.8
Grade 8	308	261	254	298	258	252	296	257	252	96.8	98.9	99.2
All Grades	859	820	739	824	810	731	822	809	731	95.9	98.8	98.9

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2445.	2452.	2462.	2.64	2.60	4.68	9.06	9.09	14.89	30.94	29.44	28.94	57.36	58.87	51.49
Grade 7	2475.	2466.	2465.	3.83	3.43	4.92	11.49	14.02	11.48	32.95	26.79	26.64	51.72	55.76	56.97
Grade 8	2479.	2485.	2492.	5.41	5.06	6.35	7.77	12.06	14.29	28.04	25.68	24.60	58.78	57.20	54.76
All Grades	N/A	N/A	N/A	4.01	3.71	5.34	9.37	11.99	13.54	30.54	27.19	26.68	56.08	57.11	54.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	1.89	2.16	3.83	36.23	35.50	39.15	61.89	62.34	57.02
Grade 7	4.25	5.30	4.92	46.33	41.74	38.52	49.42	52.96	56.56
Grade 8	4.05	5.45	6.35	44.59	45.53	45.24	51.35	49.03	48.41
All Grades	3.41	4.45	5.06	42.44	41.16	41.04	54.15	54.39	53.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	3.40	2.16	5.53	40.75	47.62	48.94	55.85	50.22	45.53
Grade 7	2.30	4.36	4.10	53.64	51.40	50.41	44.06	44.24	45.49
Grade 8	6.08	3.50	6.35	46.28	50.97	49.21	47.64	45.53	44.44
All Grades	4.01	3.46	5.34	46.84	50.19	49.52	49.15	46.35	45.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6	3.40	3.46	8.09	66.04	61.47	60.85	30.57	35.06	31.06
Grade 7	3.83	4.67	6.97	70.88	58.88	59.02	25.29	36.45	34.02
Grade 8	6.08	6.23	5.56	65.54	62.26	61.51	28.38	31.52	32.94
All Grades	4.50	4.82	6.84	67.40	60.69	60.47	28.10	34.49	32.69

Conclusions based on this data:

1. Eight grade made the highest growth in exceeding or meeting the standards.
2. Seventh graders scored the lowest in exceeding or meeting the standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1505.1	1518.2	1524.1	1500.5	1512.1	1518.0	1509.2	1524.0	1529.7	62	57	53
7	1522.3	1516.0	1513.4	1514.8	1512.2	1506.1	1529.2	1519.3	1520.4	59	72	60
8	1529.5	1534.2	1535.3	1518.4	1533.5	1533.0	1540.3	1534.5	1537.1	44	57	50
All Grades										165	186	163

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.06	14.04	24.53	41.94	42.11	33.96	27.42	26.32	22.64	22.58	17.54	18.87	62	57	53
7	15.25	16.67	10.00	33.90	22.22	38.33	30.51	33.33	26.67	20.34	27.78	25.00	59	72	60
8	11.36	14.04	20.00	40.91	42.11	32.00	29.55	28.07	30.00	18.18	15.79	18.00	44	57	50
All Grades	11.52	15.05	17.79	38.79	34.41	34.97	29.09	29.57	26.38	20.61	20.97	20.86	165	186	163

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.65	35.09	33.96	35.48	35.09	43.40	17.74	17.54	7.55	16.13	12.28	15.09	62	57	53
7	23.73	23.61	18.33	42.37	40.28	43.33	16.95	16.67	20.00	16.95	19.44	18.33	59	72	60
8	13.64	28.07	30.00	43.18	43.86	38.00	34.09	12.28	16.00	9.09	15.79	16.00	44	57	50
All Grades	23.64	28.49	26.99	40.00	39.78	41.72	21.82	15.59	14.72	14.55	16.13	16.56	165	186	163

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.84	1.75	13.21	16.13	22.81	26.42	37.10	47.37	32.08	41.94	28.07	28.30	62	57	53
7	5.08	5.56	1.67	22.03	15.28	21.67	47.46	45.83	40.00	25.42	33.33	36.67	59	72	60
8	2.27	1.75	6.00	29.55	24.56	28.00	45.45	38.60	44.00	22.73	35.09	22.00	44	57	50
All Grades	4.24	3.23	6.75	21.82	20.43	25.15	43.03	44.09	38.65	30.91	32.26	29.45	165	186	163

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.52	19.30	16.98	59.68	70.18	64.15	25.81	10.53	18.87	62	57	53
7	16.95	6.94	3.51	61.02	65.28	70.18	22.03	27.78	26.32	59	72	57
8	22.73	19.30	18.37	59.09	63.16	65.31	18.18	17.54	16.33	44	57	49
All Grades	17.58	14.52	12.58	60.00	66.13	66.67	22.42	19.35	20.75	165	186	159

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	45.16	43.86	58.49	41.94	40.35	26.42	12.90	15.79	15.09	62	57	53
7	47.46	45.83	43.33	38.98	36.11	38.33	13.56	18.06	18.33	59	72	60
8	27.27	33.33	46.00	59.09	54.39	38.00	13.64	12.28	16.00	44	57	50
All Grades	41.21	41.40	49.08	45.45	43.01	34.36	13.33	15.59	16.56	165	186	163

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.06	3.51	11.32	25.81	43.86	39.62	66.13	52.63	49.06	62	57	53
7	13.56	6.94	3.51	38.98	31.94	43.86	47.46	61.11	52.63	59	72	57
8	20.45	14.04	18.00	25.00	31.58	28.00	54.55	54.39	54.00	44	57	50
All Grades	13.33	8.06	10.63	30.30	35.48	37.50	56.36	56.45	51.88	165	186	160

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.84	14.04	28.30	83.87	78.95	52.83	11.29	7.02	18.87	62	57	53
7	6.78	1.39	15.00	79.66	83.33	63.33	13.56	15.28	21.67	59	72	60
8	0.00	0.00	4.08	95.45	91.23	79.59	4.55	8.77	16.33	44	57	49
All Grades	4.24	4.84	16.05	85.45	84.41	64.81	10.30	10.75	19.14	165	186	162

Conclusions based on this data:

1. Eight graders has an increase of Level 4 students from 14% to 20%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
839	96.4	22.8	0.8
Total Number of Students enrolled in Alondra 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	191	22.8
Foster Youth	7	0.8
Homeless	4	0.5
Socioeconomically Disadvantaged	809	96.4
Students with Disabilities	108	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	5.4
American Indian		
Asian	9	1.1
Filipino	2	0.2
Hispanic	759	90.5
Two or More Races	9	1.1
Pacific Islander	7	0.8
White	8	1.0

Conclusions based on this data:

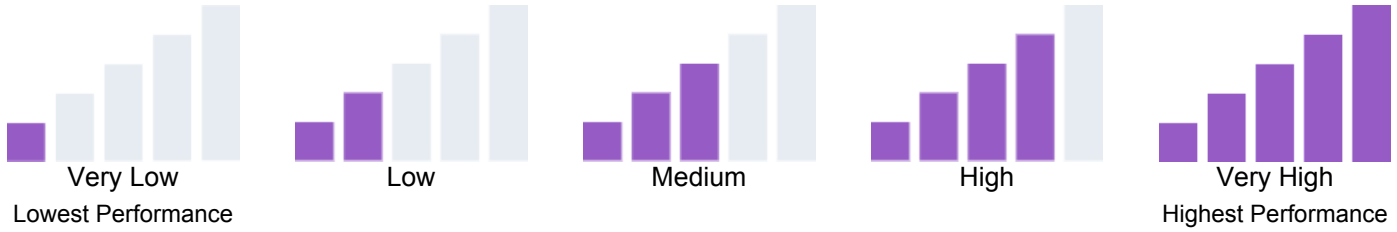
1. The two majority sub groups are Hispanics and African-Americans.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Very Low		
English Learner Progress Medium		

Conclusions based on this data:

1. ELA and Math Performance will be a target for improvement
2. Suspension data will will analyses to review student behaviors and identify how to support students
3. Attendance reports will be analyzed to identify students with chronic absenteeism and revise attendance plan.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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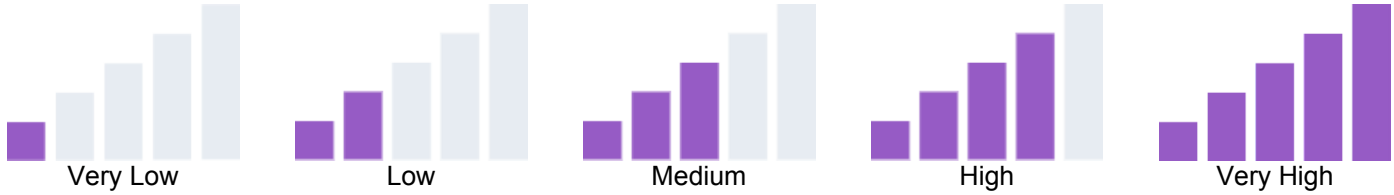


Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
36.9 points below standard	60.8 points below standard	4 Students
747 Students	319 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
4 Students	37.8 points below standard	76.4 points below standard
	730 Students	98 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 97.0 points below standard 40 Students		No Performance Level 9 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 35.0 points below standard 681 Students	No Performance Level 7 Students	No Performance Level 5 Students	No Performance Level 8 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.9 points below standard 151 Students	11.2 points below standard 168 Students	33.9 points below standard 282 Students

Conclusions based on this data:

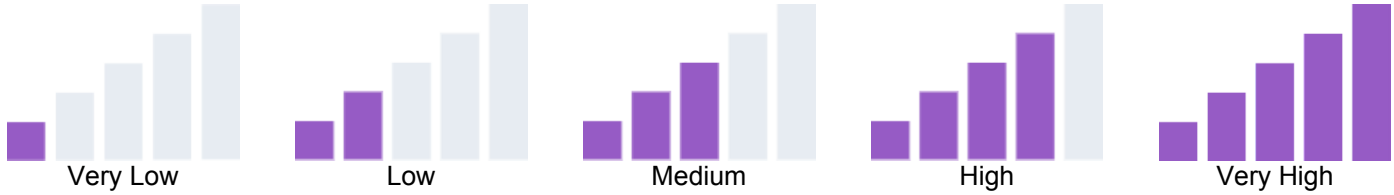
1. African American and SPED students scores are in the very low performance level and the site needs to support these groups.
2. English Learners have the most points below the standard and need to be supported.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
95.4 points below standard	117.2 points below standard	4 Students
744 Students	318 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
4 Students	96.3 points below standard	109.8 points below standard
	727 Students	97 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 119.9 points below standard 39 Students		No Performance Level 9 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 95.1 points below standard 678 Students	No Performance Level 7 Students	No Performance Level 6 Students	No Performance Level 8 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
163.5 points below standard 151 Students	75.4 points below standard 167 Students	95.2 points below standard 281 Students

Conclusions based on this data:

1. English Learners have the most points below the standard and need to be supported.
2. Student with Disabilities scores were the second lowest subgroup and need to be supported.
3. African Americans and Hispanics both scored very low in math and need to be supported.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
50 making progress towards English language proficiency
Number of EL Students: 164 Students
Performance Level: 3

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.

2022 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
20.1%	29.9%	0.0%	50.0%

Conclusions based on this data:

1. Half of the students progressed one level.
2. Site will identify the students that decrease one ELPI level and focus on the students needs.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

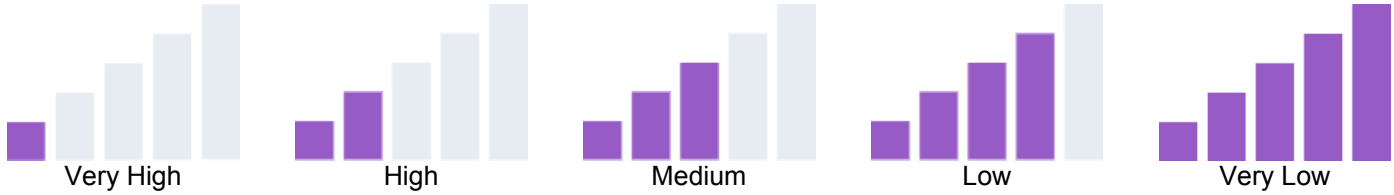
1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
29.9% Chronically Absent	25.8% Chronically Absent	Less than 11 Students
948 Students	225 Students	9 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	30.2% Chronically Absent	43.7% Chronically Absent
8 Students	914 Students	126 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High 35.1% Chronically Absent 57 Students		No Performance Level Less than 11 Students 9 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 29.3% Chronically Absent 847 Students	No Performance Level 25% Chronically Absent 12 Students	No Performance Level Less than 11 Students 9 Students	No Performance Level 66.7% Chronically Absent 12 Students

Conclusions based on this data:

1. African American and SPED subgroups had the highest % of students chronically absent.
2. The overall students chronically absent was in the vey high level and the site will address this concern.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

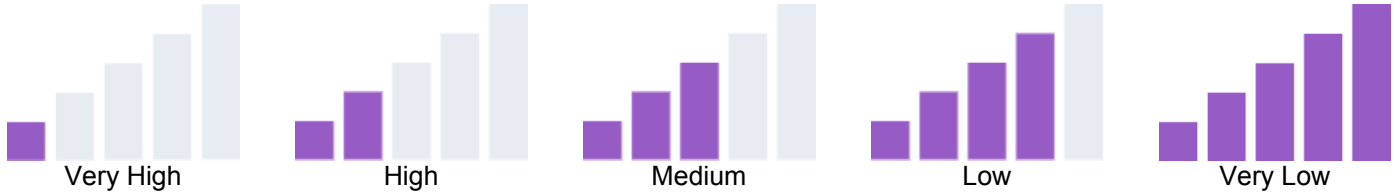
1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	0	3	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
4.7% suspended at least one day	3.4% suspended at least one day	9.1% suspended at least one day
977 Students	233 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
Less than 11 Students	4.5% suspended at least one day	1.5% suspended at least one day
9 Students	938 Students	130 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High 16.4% suspended at least one day 61 Students		No Performance Level Less than 11 Students 10 Students	No Performance Level Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 3.9% suspended at least one day 868 Students	No Performance Level 0% suspended at least one day 13 Students	No Performance Level 0% suspended at least one day 11 Students	No Performance Level 16.7% suspended at least one day 12 Students

Conclusions based on this data:

1. The percent of African American students suspended was higher than other race/ethnicities.
2. The percent of students with disabilities was the lowest subgroup.
3. The percent of foster youth had the highest percentage.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/ELD

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 1

School Goal for ELA/ELD:

By August 2024, increase standard met/exceeded on SBAC by 5%.

Identified Need

This goal was identified after analyzing multiple measures of data. Stakeholders examined SBAC scores, i-Ready data, and ELPAC scores.

ELA Performance – SBAC Data:
2023: 39% met/exceeded
2022 38% met/exceeded
2021: 40% met/exceeded

i-Ready Diagnostic Data April 2023:
Mid/above grade level: 12%
Early On grade level:14%
One grade level below: 24%
Two grade levels below: 14%
Three or more grade levels below: 36%

ELD Performance – Summative ELPAC Overall Performance:

2023
21% @ Level 1
27% @ Level 2
34% @ Level 3
18% @ Level 4

2022
22% @ Level 1
30% @ Level 2
34% @ Level 3
14% @ Level 4

2021:
21% @ Level 1
29% @ Level 2
39% @ Level 3
12% @ Level 4

English Learner Progress – Reclassification Rates:
2023: 29.7% of EL students were reclassified RFEP
2022:12% of EL students were reclassified RFEP
2021: 16% of EL students were reclassified RFEP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	38% met/exceeded	43% meet/exceed standard
i-Ready Diagnostic Scores	26% of students were early on/ mid or above grade level	36 % of students were early on/ mid or above grade level
Reclassification Results	29.7% of EL students were reclassified RFEP	29.7% of EL students reclassify

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development
Teachers will be provided professional learning and support in ELA and ELD instruction through training, coaching cycles, and professional development in the areas of ELA, ELD, and AVID. Activities will include, but not be limited to the following:

- Site Based Training (First Best Instructional: Purposeful Learning, Meaningful Academic tasks, and Collaborative Conversations)
- District Training (ELA/ELD, Lead Teacher Meetings, CADT; i-Ready, SIPPS)
- ELA Intervention Teacher Support
- Academic Conferences
- Collaborative Lesson Planning
- AVID Training (school wide planning, meetings, conferences, workshops)
- Planned walkthroughs/observations
- Structured Teacher Planning Time (STPT) and PLC meetings
- Schools To Watch (on-going planning, walkthrough/feedback on commitments & department presentations)

- ELA data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,000	LCAP Materials & Supplies
8,000	LCAP Teacher Hourly Rate With Benefits
13,000	LCAP SUBS: Site Training, STPT, Walk-Throughs, Co-Planning, PLC Meetings
2,500	LCAP Conference Expenditures (In Person and Virtual): AVID, etc.
3,212	LCAP Student Incentives and Materials & Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA/ELD Academic Coach for Instructional Support
To identify students for interventions, assist with organization and planning of the intervention classes. Interpret and analyze data from EL diagnostic assessment, provide training to teachers to administer assessments, assists test administration with make-up and special education testing. CAASPP/SBAC administration including scheduling, training of proctors, assisting in administration to small groups.

Conduct English Learner program tasks, including sorting, distributing and signing EL/RFEP monitoring forms, communicating the reclassification process to parents, attending ELAC meetings, planning preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL Learners, and classroom instructional walks. The ELA/ELD coach will also handle the scheduling of ELD students, monitoring designated ELD classes, supporting ELD instruction, and monitoring the Alondra Newcomer Program.

Serve on various school site teams and the school leadership committee.

The coach will support the First Best Instruction with Purposeful Learning, Meaningful Academic tasks, and collaborative Conversation using the following strategies:

- Co-planning
- Co-teaching
- Plan and provide professional development
- Lesson Study
- Observations/Feedback
- Supporting students with academic strategies
- Support elective teachers with planning ELA/ELD strategies
- ELA data analysis focusing on ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
144,033	Title I Coach Salary
48,010	LCAP Coach Salary
3,000	LCAP Observations/Feedback

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Materials and Supplies

- ELA/ELD/SS/SPED Content Materials
- Textbooks
- Technology & Tech Materials
- AVID Curriculum/Activities
- Incentives
- Intervention and Elective course resources

Equipment
Teachers will need various equipment such as laminator, copier, Duplo, poster maker, etc. This

ensures teachers are able to provide a print rich classroom environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	LCAP Content Materials & Supplies
4,000	LCAP Textbooks, Technology, and Materials
3,000	LCAP Incentives and Workshops
2,000	LCAP AVID Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Interventions and Electives to Address Learning Gaps

Provide students with targeted re-teaching of high priority language arts standards to address skill/concept deficits as measured by teacher assessments.

- Before or After school tutoring/support (ELA, ELD, Literacy Strategies and Homework)
- Goal setting
- Parent meetings/workshops (Based on assessed needs, mental health needs, etc.)
- Celebrate success and incentives (Quarterly and monthly recognition for academics, behavior and attendance)
- MTSS (Team meetings and teacher collaboration meetings)
- Push-In Support/Pull-Out Support
- LAT Meetings
- Electives offerings to broaden experiences
- Language Assessment Assistant and Instructional Assistants to support classes
- -Review ELA data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
16,000	LCAP Teacher Hourly Rate With Benefits (After School Tutoring, Other Interventions)
8,000	LCAP Classified Hourly Rate With Benefits
4,000	LCAP Field trips
3,500	LCAP Student Incentives and Smart Goal Celebrations
4,000	LCAP Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Implementation
1.1 – Professional Development
Co-teaching, collaboration, and coaching took place throughout the school year. Professional development was also provided in ELA and ELD. Students who were identified as English Learners received Designated instruction daily. ELD teachers received specific professional development and support for ELD instruction. In addition, several teachers attended AVID Summer Institute training. Site personnel provided AVID training throughout the year to help with the school-wide AVID push. Throughout the year, First Best Instruction elements and strategies were provided to teachers.

1.2 – ELA/ELD Academic Coach for Instructional Support
Grade level teams met on a weekly basis with their content area instructional coach to plan lessons and discuss best first instruction, as well as effective intervention strategies. The coach also helped improve academic outcomes for students by co-planning, co-teaching, providing professional development, and conducting classroom observations. The coach also provided interventions, re-

teaching, and homework help for students during office hours. The coach also meet with students to provide support and strategies to improve academics.

1.3 – Material and Supplies
Materials and supplies including technology to enrich instruction were purchased.

1.4 – Targeted Interventions to Address Learning Gaps
Students who were identified as needing Tier 2 or Tier 3 academic interventions received extended day instruction and/or homework help with our ELA/ELD coach and were required to attend mandatory office hours to get support. The cycle of lesson development, observations, and feedback aided in consistent and equitable instruction throughout the department.

Effectiveness
1.1 – Professional Development
Class observations, student projects, student work showed professional development strategies were effective.

1.2 – ELA/ELD Academic Coach for Instructional Support
56 students were redesignated as English proficient. Ongoing ELA/ELD strategies were provided to teachers through professional development.

1.3 – Materials and Supplies
The materials and supplies purchased helped enhance our instructional program, provide interventions for students, and maintain student achievement levels in ELA.

1.4 – Targeted Interventions to Address Learning Gaps
SBAC data for the 2022-2023 school year shows that student scores remained comparable to the 2021-2022 when students were last assessed. In 2022-2023, 39% of the students scored met/exceeded.. In 2021 2022, 38% of students scored met/exceeded. These results indicate interventions provided were effective for students throughout the year. ELPAC data from 2023 had an increase from 14% to 18% in Level 4.

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

1.1– Professional Development – Additional professional development costs due to student learning gaps.

1.2 – ELA/ELD Academic Coach for Instructional Support – None.

1.3– Materials and Supplies – Additional cost to supports student recognition and incentives.

1.4-Targeted Interventions and Electives Courses to Address Learning Gaps – Additional cost to supports student recognition and incentives.

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.

After reviewing our data and strategies to meet our goals, stakeholders decided to continue with the activities and strategies outlined in the plan.

Stakeholders also discussed the need for increased professional development as well as increased intervention costs to address learning gaps. Stakeholders also shared a need to increase student recognition and incentives. Stakeholder expressed a need to support the new electives courses and ensure that materials and supplies were provided. Site intervention courses will have student recognition and celebrations to support students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 2

School Goal for Math:

By August 2024, increase standard met/exceeded on SBAC by 5%.

Identified Need

This goal was identified after analyzing multiple measures of data. Stakeholders examined SBAC scores and grade data.

Math Performance – SBAC Data:
2023:19.4 % met/exceeded
2022: 17% met/exceeded
2021: 13% met/exceeded

i-Ready Diagnostic Data April 2023:

Mid/above grade level: 2%
Early On grade level:12%
One grade level below: 32%
Two grade levels below: 17%
Three or more grade levels below: 37%

Semester 2 Math Grade Data:
2023:75% of all students in grades 6-8 received a C or better
2022: 75% of all students in grades 6-8 received C or better
2021: 74% of all students in grades 6-8 received C or better

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Scores	19.4% of students met/exceeded standard	24% of students meet/exceed standard
i-Ready Diagnostic Scores	14% score early on/mid or above grade level	19% score early on/mid or above grade level
Math Grade Data	74% of students earned C or better	79% of students earn C or better

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development

Teachers will be provided professional learning and support in mathematics instruction through professional development and coaching. Activities will include, but not be limited to the following:

- Site based training in purposeful instructional lessons/outcomes, learning targets, success criteria, and ELL strategies
- District training (Thinking Classroom, Instructional Leadership Team, CADT, and i-Ready)
- Collaborative lesson planning
- Planned walkthroughs/observations
- AVID Training (School wide commitments and training on established site goals)
- First Best Instruction: Purposeful Learning, Meaningful Tasks, and Collaborative Conversations
- Support Math Intervention Teachers
- Math data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,430	LCAP Materials & Supplies
5,000	LCAP Teacher Hourly Rate With Benefits

5,000	LCAP SUBS: Site Training, STPT, Walk-Throughs, etc.
2,333	LCAP Conference Expenditures (In Person and Virtual): AVID, etc.
5,943	Title I Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Academic Coach for Instructional Support

To identify students for interventions, assist with organization of and scheduling of interventions.

Serve on various school site teams, including the MTSS and the school leadership committee.

The coach will also support the instructional program using the following strategies:

- Co-planning/collaboration
- Co-teaching
- Plan and provide professional development
- Lesson study (6-8 math teams)
- Observations/Feedback
- STPT – math/science lesson planning, 5 D's, Cycle of inquiry-data analysis, and goal setting
- Support site with First Best Instruction: Purposeful Learning, Meaningful Tasks, and Collaborative Conversations
- Support Math Intervention Teachers
- Provide ongoing support to students by providing strategies to improve academics
- Math data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

47,899	Title I Coach Salary
143,688	LCAP Coach Salary
3,000	LCAP Observations/Feedback
3,000	LCAP Co- Planning Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Materials and Supplies

- Math, Science, PLTW, MESA, Electives, and SPED content materials
- Textbooks
- Technology & Tech Materials
- AVID curriculum/activities
- PLTW curriculum/activities
- Incentives

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
8,000	LCAP Content Materials & Supplies
2,000	LCAP Textbooks
5,000	LCAP Technology & Tech Materials
30,000	LCAP AVID Supplies

2,000	LCAP MESA Supplies
2,000	LCAP PLTW Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Interventions and Electives to Address Learning Gaps

Provide students with targeted re-teaching of high priority math standards to address skill/concept deficits as measured by teacher assessments.

- After school tutoring/support (Math concepts and Homework help)
- Goal setting
- Parent meetings/workshops
- Celebrate success and incentives - MTSS (Team meetings and teacher collaboration meetings)
- Push-In Support/Pull-Out Support
- Electives offerings to broaden academic enrichment
- Language Assessment Assistant and Instructional Assistants to support classes
- Math data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	LCAP Teacher Hourly Rate With Benefits (After School Tutoring, etc.)
2,000	LCAP Classified Hourly Rate With Benefits
3,000	LCAP SMART Goal Celebrations
3,000	LCAP

	Student Incentives
4,000	LCAP Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Implementation
2.1 – Professional Development
Co-teaching, collaboration, and coaching took place throughout the school year. Professional development was also provided for Thinking Classroom instruction and strategies to engage students in mathematics.

2.2 – Math Academic Coach for Instructional Support
Grade level teams met on a weekly basis with their content area instructional coach to plan lessons and discuss best first instruction, as well as effective intervention strategies. The coach also helped improve academic outcomes for students by co-planning, co-teaching, providing professional development, and conducting classroom observations. The coach also provided interventions, re-teaching, and homework help for students during office hours.

2.3 – Material and Supplies
Materials and supplies including technology to enrich instruction during Distance Learning were purchased.

2.4 – Targeted Interventions to Address Learning Gaps
Students who were identified as needing Tier 2 or Tier 3 academic interventions received extended day instruction and/or homework help with our Math coach and were required to attend mandatory office hours to get support. The cycle of lesson development, observations, and feedback aided in consistent and equitable instruction throughout the department.

Effectiveness
2.1 – Professional Development
Class observations, student projects, student work, and student attendance rates showed professional development strategies were effective.

2.2 – Math Academic Coach for Instructional Support
31 students were re-designated as English proficient.

2.3 – Materials and Supplies
The materials and supplies purchased helped enhance our instructional program, provide interventions for students, and maintain student achievement levels in math.

2.4 – Targeted Interventions and Interventions to Address Learning Gaps
SBAC data for the 2022-2023 school year shows that student scores remained comparable to the 2021-2022 school year when students were last assessed. In 2022-2023, 19.4% of students scored met/exceeded. In 2021-2022, 17% of students scored met/exceeded. These results indicate interventions provided were effective for students last year.

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

2.1 – Professional Development – Additional professional development costs due to the development of block scheduling teaching guides..

2.2 – Math Academic Coach for Instructional Support – None.

2.3 – Materials and Supplies – Additional costs for student recognition and incentives

2.4 – Targeted Interventions to Address Learning Gaps – Additional costs for student recognition and incentives.

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.

After reviewing our data and strategies to meet our goals, stakeholders decided to continue with the activities and strategies outlined in our plan.

Stakeholders also discussed the need for increased professional development as well as increased intervention costs to address learning gaps. Stakeholders also shared a need to increase student recognition and incentives. Stakeholder expressed a need to support the new electives courses and ensure that materials and supplies were provided. Site intervention courses will have student recognition and celebrations to support students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance

LEA/LCAP Goal

Positive School Climate and Environments Conducive to Learning

Goal 3

School Climate Goal:

By August 2024, decrease chronic absenteeism rate from 2023 by .5%.

By August 2024, decrease suspensions from 2023 by .5%.

Maintain a safe and inviting learning environment where all staff build meaningful relationships with students and foster a strong sense of connection to school with students and parents.

Identified Need

This goal was identified after analyzing multiple measures of data in attendance, suspension data, and Title I Survey results.

Attendance Data:
2023: 23 % Chronic Absenteeism
2022: 13 % Chronic Absenteeism

Suspension Data:
2023: 6% Suspension Rate
2022: 2.4% Suspension Rate

Title I Survey Results:
85.9 % of parents responded, "My child is challenged academically".
87% of parents responded, "The school offers trainings and workshops to help my child's learning."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	23% Chronic Absenteeism (from 2023)	Decrease Chronic Absenteeism by .5% (5.5 – 6%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	23% Suspension Rate (from 2023)	Decrease suspension rate by .5% (1.9 -2.4%)
Title I Survey Results	95% of parents feel that they have opportunities for involvement at the school	96% of parents feel that they have opportunities for involvement at the school
Title I Survey Results	93% of the parents feel the school offers trainings and workshops to help my child's learning	94% of the parents feel the school offers trainings and workshops to help my child's learning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development

- Safe & Civil Training
- Capturing Kids Hearts Training
- STW Presentations/Training
- Collaborative Planning
- Walkthroughs/observations
- Safe & Civil Team Site PD
- Capturing Kids Hearts Premium Membership and Traction Visits
- Parent Workshops/Trainings/Meetings
- Counselor Guidance Lessons-Training for Students
- Mental Health Awareness
- Counselor, Social Worker, BIS Training and Conferences
- SARB Training
- MTSS Training
- Restorative Practices
- -Chronic Absenteeism data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)
- -Suspension data analysis and identify strategies to support ATSI groups (African American and Students with Disabilities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	LCAP Teacher Hourly Rate With Benefits
3,000	LCAP SUBS: Site Training, Walk-Throughs, PD, etc.
2,000	LCAP Conference Expenditures (In Person and Virtual Opportunities) MTSS, CUE, RP, etc.
8,000	LCAP Consultants/Independent Contractors (CKH, Safe & Civil, etc.)
4,000	LCAP Dues and Membership

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher on Special Assignment (TOSA) and Intervention Support
Strategies will be used to improve school climate and student safety in addition to maintaining student engagement.

TOSA Support

- After School Tutoring/Support (team building/leadership program, academic goal-setting & attendance)
- Team Building Activities (various clubs-green team, leadership, music, sports clubs & activities)
- Goal Setting (academic, college & career, attendance, & behavior)
- Parent Meetings/Workshops (based on survey & assessment needs)
- Celebrate Success/Awards (quarterly attendance/behavior recognition)
- MTSS (team meetings, parent meetings, and student planned action support)
- Push-In Support/Pull-Out Support (behavior, leadership, and academic support)
- Attendance, Schoology, Schoolmint, Parent Conferences & Master Schedule

Other Supports

- ATSI Focus Groups (African American and SPED)
- SEL Interventions
- Counselor Individual/Group Interventions
- Social Worker Interventions (parent support & workshops, behavior class support, Mod/Severe class support)
- Instructional Aide support in the classroom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
110,527	LCAP TOSA
45,175	Title I TOSA
10,000	LCAP Student Incentives & Materials
3,000	LCAP Meeting Materials and Food
3,500	LCAP Teacher Hourly Rate with Benefits
2,000	LCAP Conferences
1,500	LCAP Goal Celebrations
6,000	LCAP Observations and Lesson Planning; Co-teaching hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Materials and Supplies

- Electives Materials
- CKH's Training & Materials
- Safe & Civil Supplies and Incentives
- Technology & Tech Materials
- Materials for WEB Activities
- Materials and supplies for MESA
- Materials for Extracurricular Clubs
- Intramural Expenses
- Behavior & Attendance Materials
- Supplies for Community Outreach
- Student Awards and Incentives
- Communication Supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000	LCAP Materials & Supplies/Food
3,000	LCAP SEL Curriculum/Textbooks
2,000	LCAP CKH's Materials/Supplies
4,000	LCAP Student Awards/Incentives
5,500	LCAP Field Trip Costs (In Person and Virtual)
2,500	LCAP Transportation Costs
10,000	LCAP Communication Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement/Involvement
Parents will be provided opportunities for involvement, training and support to foster meaningful partnerships between home and school. Parents will be provided opportunities to work together with staff to contribute to a shared school vision. Strategies and activities will include, but not be limited to the following:

- Parent workshops/meetings
- Parent training/development (EPIC Parent workshops and similar trainings)
- Non-instructional materials for school events for parents (Books and other materials utilized to provide parents with current strategies around positive parenting, and ELA/ELD & math strategies to support their children at home).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,592	Title I Materials/Supplies for Workshops
3,108	Title I Parent Meetings and Workshops

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Implementation
Students were awarded with academic and attendance initiative rewards throughout the school year (weekly and monthly). The school's leadership team and support team met weekly to review data and develop strategies to improve students' attendance and academic outcomes. Parent meetings were held once a month to increase parent engagement and increase their knowledge of our academic program and expectations throughout the year. With the TOSA acting the Interim Assistant Principal, there was a need for additional support staff to support the site with ongoing programs.

Effectiveness
Chronic Absenteeism increased when compared to the previous school year. There is a need to adjust the schoolwide attendance plan to identify students with chronic absenteeism and recognize students that are attending on an ongoing basis.

Safe & Civil procedures, CHAMPS expectations, and SEL strategies were used in all classes throughout the school year. There is a need to review the causes of behaviors resulting in suspensions.

Title I parent survey results indicate 97.4% of parents agree and strongly agree that they are, “a valued partner in [their] child’s education”.

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

3.1 – Professional Development – None.

3.2 – Teacher on Special Assignment (TOSA) and Intervention Support – To date, a TOSA has not been selected and the position had not been filled for two months. The funds have been allocated for other areas of need.

3.3 – Materials and Supplies – Additional costs to support student recognition and celebrations.

3.4 – Engage Parents/Families – 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.

After reviewing our data and strategies to meet our goals, stakeholders decided to continue with the activities and strategies outlined in our plan.

Stakeholders also discussed the need for increased parent engagement/involvement based on parent survey results. Stakeholders also discussed the need for increased student recognitions and celebrations.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

N/A

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

N/A

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$248,750.00
Total Federal Funds Provided to the School from the LEA for CSI	$Not Applicable
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$805,950.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$248,750.00

Subtotal of additional federal funds included for this school: $248,750.00

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 ($)
LCAP	$557,200.00

Subtotal of state or local funds included for this school: $557,200.00

Total of federal, state, and/or local funds for this school: $805,950.00

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

Expenditures by Funding Source

Funding Source	Amount
LCAP	557,200.00
Title I	248,750.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	557,200.00
	Title I	248,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	279,255.00
Goal 2	285,293.00
Goal 3	241,402.00

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

6 Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11-7-2023.

Attested:

Principal, Dr. Andrea Aguilar-Nuno on 11-7-2023

SSC Chairperson, Shirley Williams on 11-7-2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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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