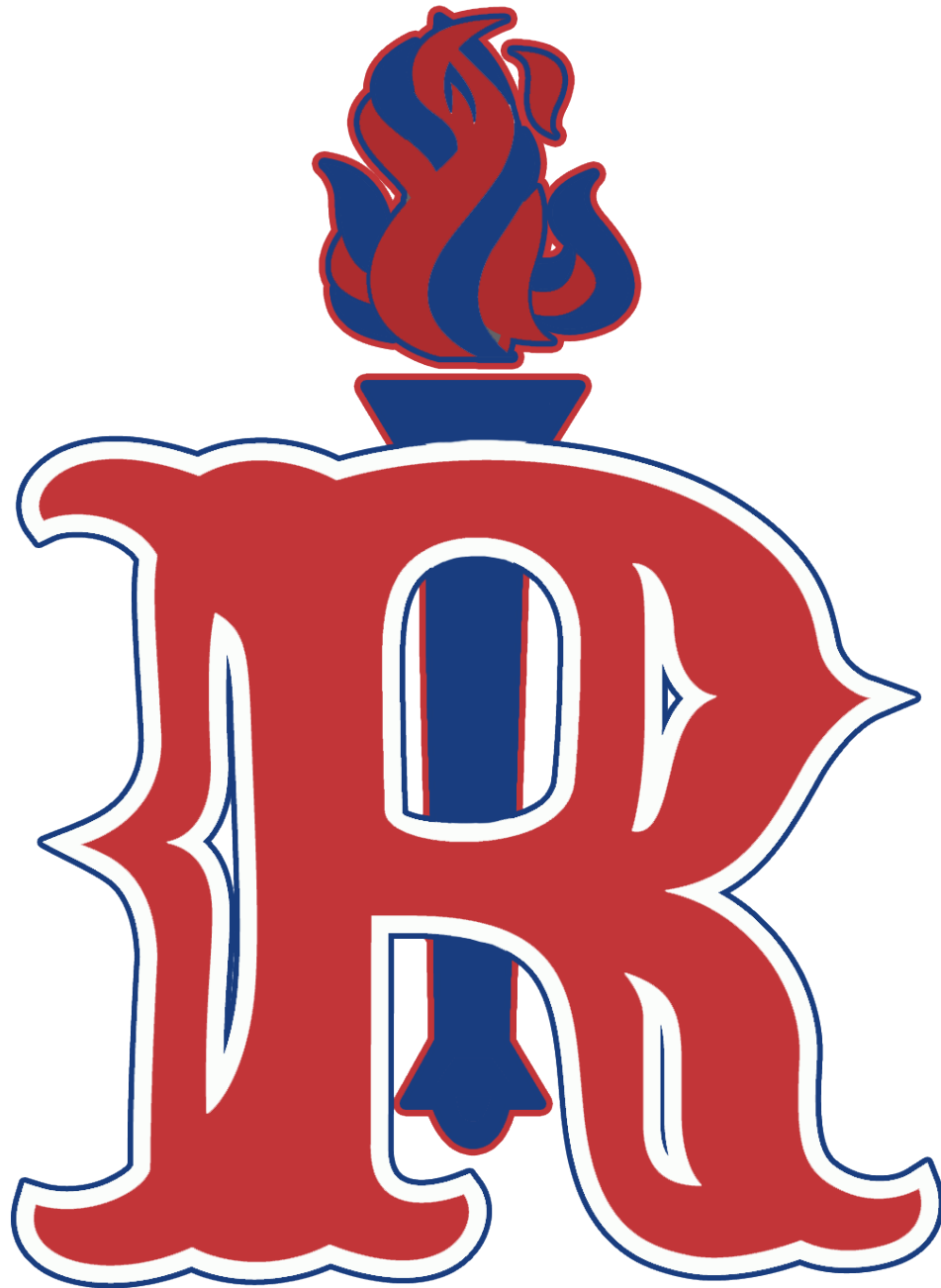


School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rafer Johnson Junior High	10-62240-6108328	May 30, 2024	June 11, 2024

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

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

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

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

This plan is being used by Rafer Johnson Junior High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Rafer Johnson Junior High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Through the use of the Annual Parent Survey, Student Survey, and Staff Surveys, information is gathered to provide us with the guide to develop and implement the School Plan for Student Achievement. Many opportunities are provided to our stakeholders throughout the school year to provide valuable input needed for completion and revision of our plans.

Resource Inequities

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

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

No inequities have been identified at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In the area of Math and English Language Arts, overall performance of Students with Disabilities was in the "Red" performance category and students who are English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged had an overall performance in the "Orange" performance category. Steps taken to address these areas of need include establishing regular communication channels between teachers, special education staff, and parents/guardians to collaboratively monitor student progress, identify challenges, and implement targeted interventions and support strategies, ensuring a coordinated effort to enhance academic achievement for students in these subgroups.

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

English Learners, Long-Term English Learners, and Students with Disabilities were two performance levels below the "all student" performance in the Conditions and Climate category due to being suspended for at least one aggregate day in a given school year.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.22%	0.23%	%	1	1	
African American	0.22%	0%	0.87%	1	0	4
Asian	2.18%	3.39%	2.82%	10	15	13
Filipino	0.22%	0.23%	0.22%	1	1	1
Hispanic/Latino	67.69%	69.23%	64.64%	310	306	298
Pacific Islander	%	0%	0.22%		0	1
White	26.42%	23.98%	27.98%	121	106	129
Two or More Races	3.06%	2.71%	3.25%	14	12	15
Not Reported	%	0.23%	%		1	
Total Enrollment				458	442	461

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	221	216	239
Grade 8	237	226	222
Total Enrollment	458	442	461

Conclusions based on this data:

- Total enrollment at Rafer Johnson Junior High School has increased.
- Our Hispanic/Latino subgroup has the highest percent of enrollment.
- The number of 8th grade students enrolled has increased throughout all three school years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	42	39	30	8.10%	9.2%	6.5%
Fluent English Proficient (FEP)	80	68	65	18.70%	17.5%	14.1%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The population of students who receive English language proficiency services has decreased.
2. The percentage of students designated Fluent English Proficient (FEP) has declined.
3. Reclassification of students needs to remain a high priority and is not consistently reflected in the Fall 1 data submission in CALPADS.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	218	214		217	212		217	212		99.5	99.1	
Grade 8	231	226		231	226		231	226		100.0	100.0	
All Grades	449	440		448	438		448	438		99.8	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2557.	2561.		21.20	19.34		29.49	37.26		24.88	23.58		24.42	19.81	
Grade 8	2557.	2558.		10.82	12.39		37.23	36.73		28.57	28.32		23.38	22.57	
All Grades	N/A	N/A	N/A	15.85	15.75		33.48	36.99		26.79	26.03		23.88	21.23	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	22.58	16.04		59.45	67.92		17.97	16.04	
Grade 8	16.45	15.49		55.41	62.39		28.14	22.12	
All Grades	19.42	15.75		57.37	65.07		23.21	19.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	26.27	30.19		52.07	53.30		21.66	16.51	
Grade 8	9.96	20.80		64.94	56.19		25.11	23.01	
All Grades	17.86	25.34		58.71	54.79		23.44	19.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	16.59	16.51		70.05	71.23		13.36	12.26	
Grade 8	16.02	12.83		70.56	77.88		13.42	9.29	
All Grades	16.29	14.61		70.31	74.66		13.39	10.73	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	22.58	22.17		58.99	62.74		18.43	15.09	
Grade 8	18.61	17.70		69.26	67.26		12.12	15.04	
All Grades	20.54	19.86		64.29	65.07		15.18	15.07	

Conclusions based on this data:

1. Literacy Development Focus is critical to improving students scoring below standard.
2. Designated and integrated English Language Development courses will remain a focus to support the growth of students who receive English language proficiency services.
3. Assessment completion rates have consistently been 99% or higher.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	218	214		217	212		217	212		99.5	99.1	
Grade 8	231	226		230	226		230	226		99.6	100.0	
All Grades	449	440		447	438		447	438		99.6	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2512.	2548.		14.75	19.34		16.13	30.19		27.65	24.53		41.47	25.94	
Grade 8	2520.	2523.		13.04	17.26		16.96	13.27		25.65	23.45		44.35	46.02	
Grade 11															
All Grades	N/A	N/A	N/A	13.87	18.26		16.55	21.46		26.62	23.97		42.95	36.30	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	12.44	23.58		48.39	48.58		39.17	27.83	
Grade 8	12.17	16.81		47.83	43.36		40.00	39.82	
Grade 11									
All Grades	12.30	20.09		48.10	45.89		39.60	34.02	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	15.21	22.64		51.15	57.55		33.64	19.81	
Grade 8	12.17	15.93		54.35	47.35		33.48	36.73	
All Grades	13.65	19.18		52.80	52.28		33.56	28.54	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	12.44	13.21		61.29	67.45		26.27	19.34	
Grade 8	8.70	15.04		62.61	55.75		28.70	29.20	
All Grades	10.51	14.16		61.97	61.42		27.52	24.43	

Conclusions based on this data:

1. The percent of students who meet or exceed standards in math has increased each year.
2. Participation rates of students testing remains a priority.
3. Communicating Reasoning Demonstrating ability to support mathematical conclusions consistently has the lowest percentage of students below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1546.4	1553.6		1552.3	1544.3		1540.1	1562.6		25	16	
8	1532.5	1587.5		1535.4	1603.7		1529.0	1570.8		13	21	
All Grades										38	37	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.00	31.25		40.00	25.00		48.00	31.25		0.00	12.50		25	16	
8	23.08	42.86		15.38	33.33		46.15	19.05		15.38	4.76		13	21	
All Grades	15.79	37.84		31.58	29.73		47.37	24.32		5.26	8.11		38	37	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	28.00	31.25		60.00	50.00		12.00	6.25		0.00	12.50		25	16	
8	30.77	57.14		46.15	28.57		7.69	14.29		15.38	0.00		13	21	
All Grades	28.95	45.95		55.26	37.84		10.53	10.81		5.26	5.41		38	37	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	8.00	31.25		16.00	12.50		52.00	31.25		24.00	25.00		25	16	
8	7.69	23.81		15.38	38.10		30.77	23.81		46.15	14.29		13	21	
All Grades	7.89	27.03		15.79	27.03		44.74	27.03		31.58	18.92		38	37	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	16.00	12.50		76.00	62.50		8.00	25.00		25	16	
8	7.69	28.57		53.85	61.90		38.46	9.52		13	21	
All Grades	13.16	21.62		68.42	62.16		18.42	16.22		38	37	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	72.00	75.00		28.00	25.00		0.00	0.00		25	16	
8	76.92	76.19		7.69	23.81		15.38	0.00		13	21	
All Grades	73.68	75.68		21.05	24.32		5.26	0.00		38	37	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.00	31.25		28.00	25.00		60.00	43.75		25	16	
8	23.08	28.57		7.69	38.10		69.23	33.33		13	21	
All Grades	15.79	29.73		21.05	32.43		63.16	37.84		38	37	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	24.00	37.50		76.00	50.00		0.00	12.50		25	16	
8	0.00	23.81		92.31	76.19		7.69	0.00		13	21	
All Grades	15.79	29.73		81.58	64.86		2.63	5.41		38	37	

Conclusions based on this data:

1. Participation rate for ELPAC remains a priority.
2. The school will benefit from monitoring individual student scores on the ELPAC.
3. Percentage of students who scored an Overall 4 has increased.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	68.3%	6.5%	0.0%
Total Number of Students enrolled in Rafer Johnson Junior High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	6.5%
Foster Youth	0	0.0%
Homeless	15	3.3%
Socioeconomically Disadvantaged	315	68.3%
Students with Disabilities	45	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9%
American Indian	0	0.0%
Asian	13	2.8%
Filipino	1	0.2%
Hispanic	298	64.6%
Two or More Races	15	3.3%
Pacific Islander	1	0.2%
White	129	28%

Conclusions based on this data:

1. More than half of our student population is socioeconomically disadvantaged at 69.5%.

2. 9% of our students are English Learners (EL).

3. 9% of our students are students with disabilities.

School and Student Performance Data

Overall Performance






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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism has increased.
2. The suspension rate has decreased.
3. English Learner Progress has fewer than 30 students reported resulting in No Performance Color indicator.

School and Student Performance Data

Academic Performance English Language Arts

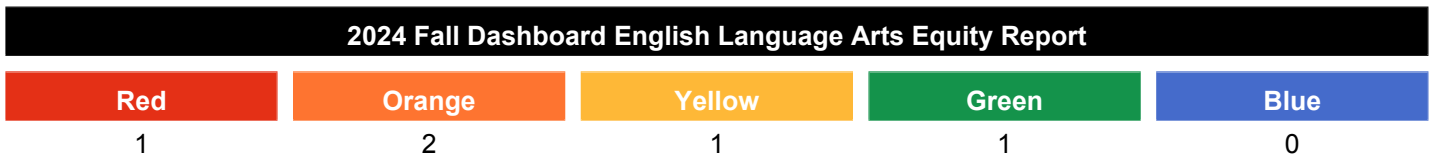
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.2 points above standard</p> <p>Maintained 0.1 points</p> <p>423 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>54.9 points below standard</p> <p>Increased 20.1 points</p> <p>48 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>84.3 points below standard</p> <p>Increased 24.2 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>6.2 points below standard</p> <p>Increased 47.7 points</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>15.9 points below standard</p> <p>Declined 5.2 points</p> <p>289 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>125.0 points below standard</p> <p>Declined 4.5 points</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>74.9 points above standard</p> <p>Increased 58.4 points</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>12.9 points below standard</p> <p>Maintained 1.4 points</p> <p>274 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>61.1 points above standard</p> <p>Declined 33.6 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>22.4 points above standard</p> <p>Declined 6.7 points</p> <p>119 Students</p>

Conclusions based on this data:

1. All students maintained growth of +2.3 points.
2. Students receiving English language proficiency services increased significantly by +15.2 points.
3. Students with disabilities increased significantly by -15.7 points.

School and Student Performance Data

Academic Performance Mathematics

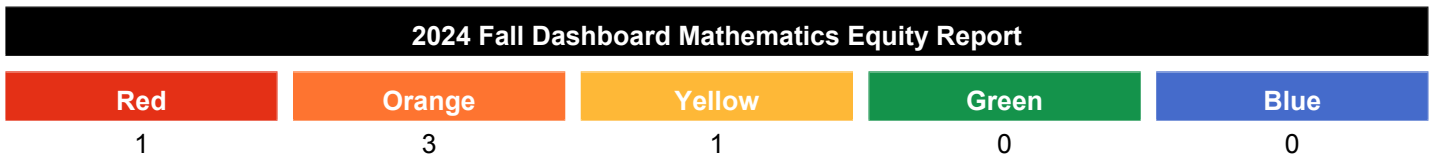
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>37.5 points below standard</p> <p>Maintained 1.1 points</p> <p>424 Students</p>	<p>English Learners</p> <p>Orange</p> <p>104.7 points below standard</p> <p>Increased 10.4 points</p> <p>49 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>136.5 points below standard</p> <p>Increased 7.3 points</p> <p>31 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>104.8 points below standard</p> <p>Increased 19.1 points</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>59.4 points below standard</p> <p>Maintained 2.3 points</p> <p>290 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>183.1 points below standard</p> <p>Declined 17.5 points</p> <p>38 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0.8 points below standard</p> <p>Increased 22.5 points</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>56.6 points below standard</p> <p>Maintained 1.4 points</p> <p>275 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20.9 points above standard</p> <p>Declined 24.1 points</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>7.5 points below standard</p> <p>Declined 6.6 points</p> <p>119 Students</p>

Conclusions based on this data:

1. All students significantly increased by +17.6.
2. Students receiving English language services increased significantly by +35 points.
3. Students with disabilities decreased by -13 points.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 59.3% making progress. Number Students: 27 Students	Long-Term English Learner Progress  No Performance Color 60% making progress. Number Students: 25 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 11.1%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 29.6%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 59.3%

Conclusions based on this data:

1. Students receiving English learner services are making progress towards English language proficiency by 60%.
2. 59% of students receiving English learner services progressed at least one ELPI Level.
3. Reclassification of students receiving English language services remains a priority.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>5.2% Chronically Absent</p> <p>Maintained 0.3</p> <p>481 Students</p>	<p>English Learners</p> <p> Blue</p> <p>2.5% Chronically Absent</p> <p>Declined 6.2</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>2.8% Chronically Absent</p> <p>Declined 7.2</p> <p>36 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>15.8% Chronically Absent</p> <p>Increased 15.8</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>6.6% Chronically Absent</p> <p>Declined 0.8</p> <p>331 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>16.7% Chronically Absent</p> <p>Increased 7.6</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.1% Chronically Absent</p> <p>Increased 7.1</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7% Chronically Absent</p> <p>Maintained 0.1</p> <p>313 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>0.8% Chronically Absent</p> <p>Declined 1</p> <p>131 Students</p>

Conclusions based on this data:

1. Chronic absenteeism for all students maintained.
2. Chronic absenteeism rate has declined for English Learners and Long Term English Language Learners
3. Chronic absenteeism rate has increased for Students with disabilities and Socioeconomically Disadvantaged student groups.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

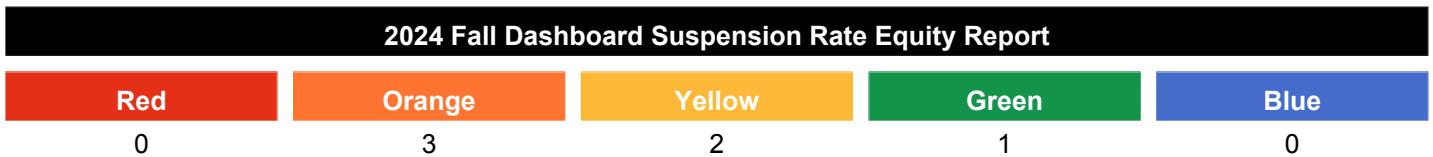
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>7% suspended at least one day</p> <p>Declined 6.3%</p> <p>488 Students</p>	<p>English Learners</p> <p>Orange</p> <p>16.7% suspended at least one day</p> <p>Declined 2.9%</p> <p>42 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>15.8% suspended at least one day</p> <p>Declined 6.7%</p> <p>38 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>31.6% suspended at least one day</p> <p>Increased 21.6%</p> <p>19 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.9% suspended at least one day</p> <p>Declined 7.7%</p> <p>336 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20.4% suspended at least one day</p> <p>Declined 5.7%</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>8.5% suspended at least one day</p> <p>Declined 6.5%</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.7%</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 7.4%</p> <p>134 Students</p>

Conclusions based on this data:

1. Suspension rates have declined 6%.
2. Students with disabilities who have been suspended has declined 6%.
3. Students who receive English learner services has declined 3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Basic Services

All students will have access to a broad and challenging curriculum within a conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant teaching materials, and interesting classroom activities that promote motivation and engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Identified Need

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

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties, but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities will further motivate students to learn.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Master schedule offering broad course of study to all students.	100% broad course of study was provided to all students.	Maintain 100% access to a broad course of study to all students.
Properly credentialed teachers with no misassignments or vacancies.	No misassignments or vacancies.	Maintain no misassignments or vacancies.
Sufficient standards-aligned instructional materials.	100% of students with access to their own copies of standards-aligned instructional materials for use at home and at school.	Maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at home and at school.
Facilities "Maintained" as measured by the SARC's FIT Report.	100% facilities in good repair as measured by the FIT.	Maintain 100% facilities in good repair as measured by the FIT.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To close the achievement gap, supplemental resources will be provided that support scaffolded instruction through MTSS and RTI models	All Students	25,754.82 LCFF

	<p>benefiting all students. A broad course of study will be offered to all students. The master schedule reflects a wide range of course offerings, included but not limited to AVID, MESA, Band/Choir, Leadership, Computers, Finance, Woodshop, 3D Design, Broadcasting and Art.</p> <p>Advancement of Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful.</p> <p>Concentration funds allow for RJJH to have a CTE Woodshop Instructor who provided direct services to students. This provides more students with opportunities to work in this career pathway that leads into Kingsburg High School.</p> <p>Enrichment and after-school opportunities support academic performance and foster a greater connection to the school through the building of relationships, experiencing success and accomplishments, and notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem. Enrichment opportunities benefit all students.</p>		<p>4000-4999: Books And Supplies Books/reference material for classroom libraries; Materials and Supplies: additional reading materials and supplies, technology (earbuds, etc.), supplies and materials for classroom lessons; Non-capitalized equipment: chromebox, printers. 33,835.62 LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and conferences, dues and memberships, professional/consulting services and operating expenses. 34,043.20 General Fund 1000-1999: Certificated Personnel Salaries CTE Woodshop Certificated Teacher Salary 14,116.32 General Fund 3000-3999: Employee Benefits Certificated Employee Benefits for CTE Woodshop Teacher</p>
<p>1.2</p>	<p>Implement standards based instruction using state adopted textbooks and supplemental resources in all classrooms. Teachers will follow a curricular pacing calendar based on California Common Core State Standards (CCSS) created by department teams. Teachers will use the state adopted mathematics program along with supplemental materials to ensure standards aligned mathematics instruction is in place in all math classrooms. Site Leadership will monitor and observe classrooms using the SIOP Observation Tool. Professional Learning Communities (PLCs) will meet regularly and share best practices as documented through agendas, notes, and analysis of assessment data.</p>	<p>All Students</p>	<p>0 LCFF 4000-4999: Books And Supplies Books/reference material for classroom libraries; Materials and Supplies: additional reading materials and supplies, technology (earbuds, etc.), supplies and materials for classroom lessons. Laser Printers, Chromebox, CPM Algebra Tiles, supplies and materials needed for classroom lessons. See Goal #1 for expenditures. 0 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development to support ongoing practices in PLC meetings and to identify best practices - CPM Training, Literacy</p>

		Conference, CADA Conference, Cognitive Coaching, The Art of Coaching. See Goal #1 outlined above for expenditures.
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the outlined strategies were comprehensive and aligned with the articulated goal of improving academic outcomes and closing the achievement gaps.

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

There were no major discrepancies between the intended implementation and the budgeted expenditures.

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

Additional targeted interventions will be added during the school day and after school to support students academically.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Professional Development and Focused Interventions

All students will make progress toward proficiency on the state adopted standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Identified Need

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

CAASPP scores from the 22-23 school year in ELA and math indicate that students with disabilities decreased. There is a need to provide these students with a strong core educational program along with significant supplemental intervention and instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 California Assessment of Student Performance and Progress Results: ELA (Students with Disabilities)	Decreased -15.7 points	Increase by +3 points
2023 California Assessment of Student Performance and Progress Results: Math (Students with Disabilities)	Decreased -13 points	Increase by +3 points

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide differentiated instruction and support to students who are identified as needing additional academic support through district and school-site formative and summative assessments along with teacher recommendations. After-hours support, intervention, and/or tutoring will be provided by classroom teachers and tutors to students who are identified as needing additional academic support. This support may be provided before school, during the lunch period, and/or after school. These interventions will provide targeted instruction based on students' individual needs identified by the district and school site assessments and information provided by the students' teachers.	Students with Disabilities	0 LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help: After school homework help/tutoring and Saturday School. See Goal #1 for expenditures.

<p>2.2</p>	<p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the California Common Core State Standards (CCSS), are accessible at school and at home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.</p> <p>Supplemental digital content: IXL Newsela Ramsey Solutions Edpuzzle GoGuardian WeVideo</p> <p>Students participate in a variety of enrichment activities that are designed to increase engagement in learning, improve background knowledge, support vocabulary development by integrating core instruction with hands-on activities. Activities may include clubs, assemblies, guest speakers, study trips, video conferences, and virtual study trips that align to grade level content and themes.</p>	<p>All Students, English Learners</p>	<p>0 LCFF 5800: Professional/Consulting Services And Operating Expenditures Technology Programs/Supplemental Digital Content: Ramsey Solutions, Newsela, Inc., Edpuzzle, GoGuardian, IXL Learning, Inc., WeVideo. See Goal #1 for expenditures.</p>
<p>2.3</p>	<p>Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English Learners are its integrated and designated English Language Development instructional programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials. ensuring that English Learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. EL Students are supported across the school day in all content areas.</p> <p>Integrated ELD includes intentional supports and scaffolds that happen by design, is planned in advance as part of the lesson to eliminate barriers to learning, often includes a preview and pre-teach to build background knowledge for the topic, may include small group, provides connections to what students already know, often includes hands on activities and discussions with language supports as needed, and may include the use of charts and graphic organizers.</p> <p>Learning Directors, funded with LCFF, provide leadership and monitoring of ELD instruction at the school site level. Learning Directors ensure that both integrated and designated ELD are in place and are effective. Learning Directors provide</p>	<p>English Learners</p>	<p>0 LCFF 1000-1999: Certificated Personnel Salaries Learning Director Salaries. See Goal #1 for expenditures. 0 LCFF 3000-3999: Employee Benefits Employee Benefits for Learning Directors. See Goal #1 for expenditures.</p>

	<p>leadership and support to teaching staff in identifying EL students requiring interventions. Learning Directors monitor the implementation of interventions at their sites. Learning Directors working with the Assistant Superintendent of Curriculum and Instruction and the District EL Coordinator, assess the ELD professional development needs of the school site, and working together, implement professional development that is targeted to the school site's needs.</p> <p>100% of teachers are implementing the SIOP district adopted model of instruction with students. Site leadership teams conduct regular walk-through observations in classrooms to collect data which serves as the basis for ensuring the SIOP district adopted model of instruction is being implemented.</p>		
2.4	<p>Designated ELD (Core Program)</p> <p>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Students EL proficiency level will be appropriately and promptly identified. Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the district's core designated ELD program.</p> <p>Dedicated ELD Time Period: EL students have a class period of designated ELD. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at the school site. The school site leadership team will use the results of assessments including local scoring of the ELPAC and district benchmark assessments to ensure ELs are receiving instruction at their ELD level.</p>	English Learners	
2.5	<p>Monitoring of English Learners</p> <p>Once each semester, teachers will document the progress of each of their EL students. This will be documented through ELlevation and will capture ELPAC scores, results of district benchmarks and formative assessment data, student writing samples, and teacher observations. Writing samples will be filed in each EL students' progress monitoring folder. School site leadership will monitor the progress of EL students using a Monthly EL Checklist which is submitted to the district office. Data, including ELPAC scores, the</p>	English Learners	<p>0 LCFF 1000-1999: Certificated Personnel Salaries EL Site Coordinator/Learning Director Salary. See Goal #1 for expenditures. 0 LCFF 3000-3999: Employee Benefits</p>

	<p>ELlevation database, district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and district level.</p>		<p>Employee Benefits for EL Site Coordinator/Learning Director. See Goal #1 for expenditures.</p>
<p>2.6</p>	<p>Professional Development Students have experienced significant learning loss due to missed school. Students are also experiencing increased social emotional needs due to the effects of the pandemic. There is a need to provide teachers will support, including professional development, in mitigating learning loss and supporting students' increased social emotional needs. The district will support certificated and classified with district-wide professional development and training from our local county offices of education in the area of SEL - Social Emotional Learning, SIOP Sheltered Instruction Observation Protocol, implementation of California Common Core State Standards (CCSS), and Integrated and Designated ELD. The district-wide approach provides cohesiveness and an overall plan for the whole district. This allows the district to roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiate instruction for all subgroups and plan for student success. This action includes time for teacher collaboration and planning.</p> <p>Teachers are provided with time on early release days to meet within their professional learning community which follows a protocol used to understand and effectively analyze student achievement data from district and site based assessments. Teachers will use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention. Data is disaggregated to show overall performance as well as performance of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or academic coaching support based on identified needs.</p> <p>Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will work under the guidance of the district's leadership team and county office of education content specialists. This strategy is designed to meet the needs most associated with meeting the needs of our subgroups.</p>	<p>All Students</p>	<p>0 LCFF 2000-2999: Classified Personnel Salaries Substitutes. See Goal #1 for expenditures.</p>

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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies were implemented with fidelity and supported student progress through differentiated instruction, expanded ELD supports, enrichment, and districtwide professional development.

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

There were no major discrepancies between intended implementation and the budgeted expenditures.

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

Next year's plan will increase emphasis on Tier 2 supports during the school day, enhance data collection for ELD progress monitoring, and expand coaching cycles to improve instructional consistency.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Access to a Broad and Challenging Curriculum focused on 21st Century Learning

Students will have access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st Century Learning and preparing students for college and a future career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will be successful in mastering the California Common Core State Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

Identified Need

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

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Utilize digital technologies to support teaching and learning. For students performance to approximate student potential, students need access to a constantly and evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our subgroup populations fell below that of "all students" in both ELA and math and given that these groups of students may have difficulties accessing technology and internet outside the classrooms maintenance, replacement of outdated hardware/software, and technology instruction is necessary. The district will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning, increase students' understanding by providing them with innovative tools and access to resources such	All Students	0 LCFF 5800: Professional/Consulting Services And Operating Expenditures Edpuzzle, WeVideo, etc. See Goal #1 for expenditures.

	<p>as the internet which connects students to a wealth of information and access to our digital platforms and programs.</p> <p>Access to these technological resources will also promote and inspire 21st Century Skills including creativity, critical thinking, communication, and collaboration. We expect all students will benefit from this strategy becoming empowered and engaged with the result of increased academic performance on assessments, opening the door to more opportunities in their future.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The school successfully maintained 1:1 Chromebook access and used digital tools to support instruction and enhance student engagement in 21st century skills.

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

No major differences occurred.

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

The school will expand digital literacy instruction and monitor student engagement with online platforms more closely to ensure equitable technology use across all subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Positive, Safe, and Welcoming School Climate

Stakeholders understand the value of education and the importance of creating an inclusive environment where everyone demonstrates our school's core values and strive to be the best they can be.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a positive, safe, and welcoming school and district climate.

Identified Need

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

Being part of a warm and welcoming school community is critical to student success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships. We believe that education should take place in an inclusive environment where all stakeholders are challenged, yet supported to be "the best they can be" academically and socially by acquiring, articulating, and demonstrating our core values of patience, integrity, justice, humanity, courage, and wisdom.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate 2022-2023 (English Learners)	Increase by +15.1 points	Decrease by -3 points
Suspension Rate 2022-2023 (Students with Disabilities)	Increase by +21.5 points	Decrease by -3 points
Percentage of parents who Agree/Strongly Agree with the statement: The school feels welcoming and safe.	2022-2023 KECSD Parent Survey: The school feels welcoming and safe. Agree/Strongly Agree: 70%	2023-2024 KECSD Parent Survey: The school feels welcoming and safe. Agree/Strongly Agree: 75%
Percentage of parents who Agree/Strongly Agree with this statement: Grade the overall character building program at your child's school.	2022-2023 KECSD Parent Survey: Grade the overall character building program at your child's school. Agree/Strongly Agree: 59%	2023-2024 KECSD Parent Survey: Grade the overall character building program at your child's school. Agree/Strongly Agree: 65%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Collectively teach, demonstrate, acknowledge, and provide opportunities for our core values to be displayed on campus and in the community by all stakeholders to create exceptional students who	All Students	0 LCFF 1000-1999: Certificated Personnel Salaries

<p>are curious, eager learners, and responsible citizens.</p> <p>PBIS Positive Behavioral Interventions and Supports (PBIS) is a framework under the Multi-Tiered System of Support (MTSS) umbrella. It is an evidence-based three-tiered system that integrates school data to improve student outcomes and create a positive school climate and culture. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. The team may include the site leadership team, school counselor, school psychologist intern, behavior support assistant, teachers, students, parents, and outside agencies. Emphasis is placed on the prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. Tier 1 includes: established school expectations-wide, regular teaching/reteaching of expectations, whole-school social-emotional development, school-wide recognition system, a consequence system, evidence-based practices, and strong classroom management. Tier 2 includes: increased parent involvement, evidence-based intervention strategies (ex. check-in/check-out), small groups for social-emotional learning, and data-based decision making. Tier 3 includes: individual counseling (all4youth), parent collaboration, and wrap-around services with community agencies.</p> <p>ELA Embedment of Core Values Through The Positivity Project: ELA teachers will embed our core values of patience, integrity, justice, humanity, and courage utilizing The Positivity Project curriculum purchased by the district, in coursework assigned to students throughout the school year to develop a deeper student connection to the values. At the beginning of the year, students will be asked to choose one of the core rings from our symbol which is the one they hold closest to their heart. They will also be asked to select one that they are working on. Each week students will be asked to make two pages. One page will be a page for the Positivity Project word; this is the 'word for us.' The other page is a word of virtue they choose; this is the 'word for you.' Over the course of the week, students will engage with lessons based on the content from the Positivity Project. Each time they do, they add to their pages. Students will also be encouraged to add to their pages based on what their other teachers have said or shown about the Positivity Project word of the week. At the end of each week, pages will be shared with classes and students will choose which of the pages, the page 'for us' and/or the page 'for them' gets put on the wall of what</p>		<p>Teacher Extra Help for Olympian Training Day. See Goal #1 for expenditures.</p> <p>0 LCFF 4000-4999: Books And Supplies Materials and supplies for classrooms lessons incorporating the Positivity Project. See Goal #1 for expenditures.</p>
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	<p>matters to us. During intermission weeks, students will also be asked to review the two rings, the one closest to them and the one they are working on. They will make decisions about whether to switch out those rings or not.</p>		
4.2	<p>Acknowledgment System: Silicone bracelets represent Olympic rings and are embossed with the following core value matching the color band which will be used to trade in for incentives: patience (blue), integrity (yellow), justice (black), humanity (green), courage (red). 7 REASONS TO GIVE OLYMPIC RINGS The student exhibits the quality: Staff member witnessed an act that embodies one of the core values. The student identifies the quality in another student. A student correctly identifies an act that embodies one of the core values. The student identifies the quality within teachers' content. In the process of teaching, a student identifies the importance of one of the core values in the content being taught or discussed. The student identifies the quality in a staff member. A student identifies a staff member exhibiting the quality of one of the core values. The student tells a (legitimate) anecdotal story involving the quality. A student tells a believable story about something that happened in their life in which acting with the spirit of one of the core values is evident. The student is witnessed projecting the quality to others. "Hey just be patient, you'll get your turn." "Hey share your idea, I think they will like it!" The student upholds the core value on behalf of others. The student reports something that involves a core value or lack thereof on behalf of someone else because that someone else either didn't want to be noticed or wasn't.</p> <p>Student of the Month 1) Selection Criteria for Nominating a Student The Student of the Month program is meant to promote success in and out of the classroom. It is designed to celebrate student effort as well as accomplishment. Not all students have the same support or ability, so it is important to recognize when students are living up to their full potential or demonstrating significant effort to improve their behavior, grades, and/or attendance. We can do this by acknowledging students who have met the conditions in all three of the categories below:</p> <ul style="list-style-type: none"> • Marked improvement in grades (raised their grade significantly (ex. F to C. - must not have any other Ds or Fs in other classes) OR have outstanding grades (90%+) • Marked improvement in a student's demonstration, or exceptional demonstration of core value(s) patience, integrity, justice, humanity, or courage. 	All Students	0 LCFF 5000-5999: Services And Other Operating Expenditures Professional/Consulting Fees - Silicone Wristbands. See Goal #1 for expenditures.

	<p>(Must not have had an office referral for over 4 consecutive weeks of school.) Example of courage: a student demonstrates courage by overcoming their anxiety of giving a presentation and then delivering a presentation that is superior. Example of integrity: a student who used to cause distractions in class but has changed their behavior and is now regularly on task and turning in quality work. Example of justice: a student reports bullying, fighting, or vandalism, regardless of peer pressure or temptation to ignore the situation. Example of humanity: a student displays genuine respect for all students and makes a noticeable effort to be inclusive. Example of patience: a student delays something they want because it is the right thing to do such as consistently following the school-wide expectations.</p> <ul style="list-style-type: none"> • Marked improvement or good attendance (ex. The student was late to class regularly but has been on time to ALL classes for over 4 consecutive weeks of school.) <p>2) The Nomination Process Teachers will be asked monthly to nominate a student whom they feel meets the criteria. Student(s) will be selected after their grades, attendance, and referral records have been reviewed.</p> <p>3) The Reward The student will receive recognition and lunch with the site leadership team.</p>		
<p>4.3</p>	<p>The school will feel welcoming and safe. In order for parents/guardians to feel like the school is welcoming and safe, they need to know that administration, teachers, and staff care for their child.</p> <p>The KECSD Parent Survey indicates that a majority of parents agree or strongly agree with the statements: "The principal and office staff are available and willing to discuss concerns or questions that I have." "There are opportunities for me to participate in the decision making at the school (Parent Organization "Olympian Parent Club", School Site Council, Parenting Classes, etc.) "There are opportunities at school for me as a parent to provide input regarding my students' needs."</p> <p>There is a need to continue planning ways to welcome parents on campus and create a strong partnership to ensure their child feels safe and develops a strong sense of belonging. Parents</p>	<p>All Students</p>	<p>0 None Specified</p>

	<p>have a right to be involved in the decision-making process at the school and district levels. There is a continuing need to involve parents in the decision-making process through school site council, district English learner advisory committee, and parent advisory committee.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PBIS and Positivity Project strategies were implemented schoolwide to reinforce core values, promote positive behavior, and support social-emotional development.

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

No major discrepancies between the intended implementation and/or the budgeted expenditures.

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

Next year, the school will ensure consistent implementation of Positivity Project lessons to increase student access through streamlined processes and broader staff participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,749.96
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
General Fund	\$48,159.52
LCFF	\$59,590.44
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$107,749.96

Total of federal, state, and/or local funds for this school: \$107,749.96

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
General Fund	48,159.52
LCFF	59,590.44
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	34,043.20
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	14,116.32
4000-4999: Books And Supplies	25,754.82
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	33,835.62

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	34,043.20
3000-3999: Employee Benefits	General Fund	14,116.32
1000-1999: Certificated Personnel Salaries	LCFF	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00
3000-3999: Employee Benefits	LCFF	0.00
4000-4999: Books And Supplies	LCFF	25,754.82
5000-5999: Services And Other Operating Expenditures	LCFF	0.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF	33,835.62
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,749.96
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Melody Lee	Principal
Emily Rossiter	Classroom Teacher
Amanda Montemayor	Classroom Teacher
Shawna Johnson	Classroom Teacher
Ivette Clifton	Other School Staff
Brittany Sikora	Parent or Community Member
Kari Larson	Parent or Community Member
Isabel Hernandez	Parent or Community Member
Callaghan Phelan	Secondary Student
Karmbir Purewal	Secondary Student
Stella Morisson	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 December 4, 2024.

Attested:

Principal, Melody Lee on 12/4/2024

SSC Chairperson, Brittany Sikora on 12/4/2024

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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