

School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden School	West	Middle	48-70565-6051262	February 13, 2026	TBA

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

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

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

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

This plan is being used by Golden West Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Golden West Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

We created goals and action items based on a student-centered lens of student achievement and need. Recognizing that our work is based on equity and need, we know that not all students need the same amount or type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery at Golden West and into high school.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The site council is a vital advisory group that helps guide how our school uses resources to improve student learning and overall student success. Together, parents, teachers, and staff collaborate to review student achievement data, develop and monitor goals, monitor resource allocation, and ensure student needs are met. This team makes recommendations to ensure that every student thrives by 1) Meeting regularly 2) discussing items 3) Voting on approvals and action items at each meeting 4) Serving a two-year term to create consistency for our school. In addition to the site council, Golden West staff review data regularly by department.

Golden West submits their draft SPSA to be reviewed by Site Council and the Education Services department. Once the Site council and Education service department approve the draft, the TUSD Board of Education reviews and makes final approvals of the SPSA.

During the 2024-2025 school year, the Golden West Middle School Site Council reviewed the Single Plan for Student Achievement. In the December meeting, Site Council members reviewed the Safe School Plan and approved plans related to the data reviewed. In the December and January meetings the Site Council team continued to review and approve plans related to student achievement. Data for the 2024-2025 school year, suspension and discipline data were indicating a decrease, related goals were discussed. Plans to increase academic achievement in ELA and Math were also discussed due to notable declines in achievement. During the 2024-2025 school year the Golden West Middle School PTSA formed, and meetings were held in October, November and December. The newly formed PTSA has already begun to make plans to hold more family events on site. The PBIS team is also surveying parent involvement in the school to help guide decisions that will ensure greater parent participation on site. The newsletter was also revamped based on parent input. We survey our families through PBIS, LCAP, and Focus Group surveys to help improve our programs and gain greater community engagement. The ELAC committee is expanding and creating opportunities for parents of English Learners to be more involved. The reclassification process has also invoked more parent involvement for our English Learners.

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.

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.

Students with Disabilities was the only student group with the overall performance indicator in Orange.

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.

Student with Disabilities was the only student group for which performance was two or more performance levels below the “all student” performance.

Other Needs

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

Travis Unified School District has identified literacy as an area of focus for all schools within the district. As part of our school's literacy action plan, Golden West is reviewing student MAP scores as an additional measurement of student outcomes. For the Fall 2024 - 2025 MAP testing window, Golden West was ranked in the 61st for all grades. The single-term achievement report showed student performance compared to other same-grade student scores across the U.S.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.55%	0.54%	0.13%	4	4	1
African American	12.59%	12.53%	14.75%	91	93	110
Asian	4.15%	3.77%	4.83%	30	28	36
Filipino	13.42%	13.21%	11.80%	97	98	88
Hispanic/Latino	25.45%	28.84%	30.16%	184	214	225
Pacific Islander	1.24%	1.08%	0.67%	9	8	5
White	26.69%	24.66%	21.98%	193	183	164
Two or More Races	13.55%	13.34%	14.21%	98	99	106
Not Reported	2.35%	2.02%	1.47%	17	15	11
Total Enrollment				723	742	746

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 7	356	371	368
Grade 8	367	371	378
Total Enrollment	723	742	746

Conclusions based on this data:

1. There is a slight increase in enrollment from 723 in 2022-23 to 746 students in 2024-25 for a net gain of 23 students.
2. The African American, Hispanic/Latino, and Asian student populations had the most significant increases from the 23-24 school year to the 24-25 school year. The African American population increased by 17 while the Hispanic/Latino population increased by 9. The Asian population increased by 8, representing an increase in the diversity of the school population as a whole.
3. The American Indian and Pacific Islander groups continue to be our lowest represented population at Golden West.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	13	10	20	1.8%	1.3%	2.7%
Fluent English Proficient (FEP)	72	89	96	10.0%	11.9%	12.9%

Conclusions based on this data:

1. The number of English Language Learners from 2023 - 2024 has doubled from 10 to 20 enrolled with a percentage increase from 1.3 to 2.7.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	356	369	366	353	368	361	353	368	361	99.2	99.7	98.6
Grade 8	364	374	376	361	374	371	361	374	371	99.2	100	98.7
All Grades	720	743	742	714	742	732	714	742	732	99.2	99.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2548.	2546.	2560.	12.46	10.87	17.73	37.11	40.49	37.40	30.59	25.00	27.15	19.83	23.64	17.73
Grade 8	2578.	2547.	2558.	16.34	8.29	12.94	38.50	36.36	33.42	29.36	31.02	29.92	15.79	24.33	23.72
All Grades	N/A	N/A	N/A	14.43	9.57	15.30	37.82	38.41	35.38	29.97	28.03	28.55	17.79	23.99	20.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	17.28	17.39	19.94	65.16	64.13	64.82	17.56	18.48	15.24
Grade 8	21.33	13.64	14.56	58.17	61.23	61.73	20.50	25.13	23.72
All Grades	19.33	15.50	17.21	61.62	62.67	63.25	19.05	21.83	19.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	19.55	20.11	22.99	58.92	58.97	57.34	21.53	20.92	19.67
Grade 8	20.50	13.64	16.98	60.94	55.35	60.65	18.56	31.02	22.37
All Grades	20.03	16.85	19.95	59.94	57.14	59.02	20.03	26.01	21.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.31	13.59	14.68	76.77	73.37	75.35	9.92	13.04	9.97
Grade 8	19.67	12.03	11.32	71.47	77.01	75.74	8.86	10.96	12.94
All Grades	16.53	12.80	12.98	74.09	75.20	75.55	9.38	11.99	11.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	14.16	14.67	18.56	71.10	69.02	66.76	14.73	16.30	14.68
Grade 8	23.55	15.78	19.14	63.99	71.66	64.42	12.47	12.57	16.44
All Grades	18.91	15.23	18.85	67.51	70.35	65.57	13.59	14.42	15.57

Conclusions based on this data:

1. The percentage of students tested in ELA CAASPP remains high for the 2024 - 2025 school year at a 98.7%. This percentage is slightly down from the 2023 - 2024 school year, which showed a 99.9% rate for students tested.
2. During the 2024 - 2025 school year, 55.13% of 7th graders met or exceeded standard expectations in overall achievement while 46.36% of 8th graders met or exceeded standard expectations in the same year. This was a slight increase from the 2023 - 2024 year, where 51.36% of our 7th graders met or exceeded standard expectations in overall achievement while 44.65% of our 8th graders met or exceeded standard expectations in overall achievement. Around half of the students enrolled at Golden West (50.68%) met or exceeded standard expectations in overall achievement for the 2024 - 2025 school year compared to 47.98% for the 2023 - 2024 school year.

For the 2024 - 2025 school year, 28.55% of students nearly met standard in overall achievement for ELA CAASPP testing while 20.77% of students did not meet standards in the same ELA CAASPP overall achievement testing.
3. During the 2023 - 2024 school year, 17.39% of 7th graders scored at or above standard in the area of reading compared to 19.94% who scored at or above standard in the 2024 - 2025 school year. During the 2023 - 2024 school year, 13.64% of 8th grade students scored at or above the reading standards. This number slightly increased to 14.56% of 8th graders who scored at or above reading standards for the 2024 - 2025 school year. Overall, 80.46% of students enrolled at Golden West for the 2024 - 2025 school year scored at or above the standards in reading, which was a 2.29% increase from the 2023 - 2024 school year.

Producing Clear and Purposeful Writing data for CAASPP shows stability in achievement over time with grade 7 showing steady and consistent improvement across all three years. The 2023 - 2024 appears to be a weaker year for test scores, especially in the 8th grade overall results, followed by improvement in 2024 - 2025 school year. Students in 7th grade scoring above standard in writing showed a steady increase across all three years (19.55%, 20.11%, 22.99%). Seventh grade percentages remained stable for students who were At or Near Standard for all three years with a slight dip in the 2024 - 2025 school year. Students in 7th grade scoring Below Standard

decreased across all three years (21.53%, 20.92, 19.67%). Scores for 8th grade students in the area of writing for Above Standard dropped sharply in 2023–24, then partially rebounded in 2024–25 (20.50%, 13.64%, 16.98%). At or Near Standard data had a similar trend across all three years (60.94%, 55.35%, 60.65%). Below Standard numbers spiked in 2023–24, then improved but remained above 2022–2023 levels (18.56%, 31.02%, 22.37%). Data for our 8th grade students shows more volatility with recovery in the 2024 - 2025 school year in the area of writing. Writing data for all Grades Above Standard declined in 2023–24 and rebounded in 2024–25 (20.03%, 16.85%, 19.95%). Data for all grades At or Near Standard stayed around 57–60% across all years. Data for Below Standard increased in 2023–24 and then improved in 2024–25 (20.03%, 26.01%, 21.04%). For the 2024 - 2025 school year, 78.97% of students scored at or above grade level standards in writing.

In the Listening/Demonstrating effective communication skills domain of CAASPP testing, overall scores across all grade levels remains consistently strong with most students meeting standards each year. The data shows a shift from “above standard” toward “at/near standard” over time, with roughly a 2% increase in students below standard over the three years. During the 2022–2023 school year, 90.62% of students scored at or above grade level, followed by 88% of students scoring in the same range during the 2023 - 2024 school year. During the 2024 -2025 school year, 88.53% of students overall scored at or above grade level in this domain.

Overall Trends across all grade levels and by Year in the CAASPP Research/Inquiry - Investigating, analyzing, and presenting information domain, shows fluctuation year to year rather than steady growth. The strongest performance overall was in the 2023 - 2024 school year for students meeting standards. During the 2022 - 2023 school year, 86.42% of students scored at or above standards in this domain, followed by 85.58% in the 2023 - 2024 school year. During the 2024 - 2025 school year, 84.42% of students in both 7th and 8th grade scored at or above grade level in the research/inquiry domain.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	356	369	366	353	368	362	353	368	361	99.2	99.7	98.9
Grade 8	364	373	376	361	373	371	361	373	371	99.2	100	98.7
All Grades	720	742	742	714	741	733	714	741	732	99.2	99.9	98.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2531.	2534.	2543.	14.16	15.22	19.11	25.78	24.73	23.27	27.48	31.25	31.86	32.58	28.80	25.76
Grade 8	2539.	2531.	2530.	14.40	13.67	11.59	19.39	14.48	19.14	28.81	31.64	29.38	37.40	40.21	39.89
All Grades	N/A	N/A	N/A	14.29	14.44	15.30	22.55	19.57	21.17	28.15	31.44	30.60	35.01	34.55	32.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	15.86	14.95	20.22	52.97	53.26	53.19	31.16	31.79	26.59
Grade 8	11.08	10.72	13.21	58.73	52.55	54.18	30.19	36.73	32.61
All Grades	13.45	12.82	16.67	55.88	52.90	53.69	30.67	34.28	29.64

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	15.86	14.40	17.17	57.51	61.14	54.57	26.63	24.46	28.25
Grade 8	17.45	11.26	9.43	56.51	59.52	59.03	26.04	29.22	31.54
All Grades	16.67	12.82	13.25	57.00	60.32	56.83	26.33	26.86	29.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	15.86	13.86	15.51	63.74	68.21	64.27	20.40	17.93	20.22
Grade 8	11.36	11.26	8.63	60.94	65.68	65.23	27.70	23.06	26.15
All Grades	13.59	12.55	12.02	62.32	66.94	64.75	24.09	20.51	23.22

Conclusions based on this data:

1. Participation rates on the Math CAASPP remain high across all three years (99.2, 99.9, 98.8).
2. Across all three years, student performance shows gradual and minimal improvement. For example, the percentage of students exceeding standards increased from 14.29% in 2022–2023 to 15.30% in 2024–2025. The meeting standards declined from 22.55% in 2022–2023 to 19.57% in 2023–2024, then partially rebounded to 21.17% in 2024–2025. Meanwhile, the "Nearly Met" standards rose notably, increasing from 28.15% in 2022–2023 to 31.44% in 2023–2024, before slightly decreasing to 30.60% in 2024–2025, suggesting movement toward proficiency. Importantly, the percentage of students not meeting standards decreased overall, dropping from 35.01% in 2022–2023 to 32.92% in 2024–2025, indicating fewer students at the lowest performance level.
3. Nearly one-third of the school scored below standards overall in math as well as in the area of Concepts & Procedures: Applying mathematical concepts and procedures across all three years.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	5	10	9
8	*	*	*	*	*	*	*	*	*	9	6	10
All Grades										14	16	19

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	31.58	35.71	50.00	31.58	28.57	31.25	26.32	28.57	18.75	10.53	14	16	19

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	25.00	57.89	42.86	43.75	15.79	21.43	12.50	15.79	14.29	18.75	10.53	14	16	19

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	10.53	28.57	25.00	31.58	28.57	31.25	42.11	42.86	43.75	15.79	14	16	19

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	12.50	21.05	78.57	62.50	63.16	21.43	25.00	15.79	14	16	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	50.00	68.42	50.00	37.50	21.05	7.14	12.50	10.53	14	16	19

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	0.00	15.79	25.00	46.67	36.84	66.67	53.33	47.37	12	15	19

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	6.25	15.79	85.71	68.75	78.95	14.29	25.00	5.26	14	16	19

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
746	46.9%	2.7%	0.0%
Total Number of Students enrolled in Golden West Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	2.7%
Foster Youth	0	0.0%
Homeless	8	1.1%
Socioeconomically Disadvantaged	350	46.9%
Students with Disabilities	88	11.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	110	14.7%
American Indian	1	0.1%
Asian	36	4.8%
Filipino	88	11.8%
Hispanic	225	30.2%
Two or More Races	106	14.2%
Pacific Islander	5	0.7%
White	164	22%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are the largest subgroup population at Golden West, comprising 46.9% of the student population. This was an increase from last year at 44.9%.

2. Our Hispanic population is the largest demographic group by race/ethnicity comprising 30.2% of the Golden West student population, followed by White students (22%) and African American students (14.7%).
3. Students with disabilities comprise more than 10% of our student population, totaling 11.8% of the student body.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics is one of the lowest scored for overall performance at Golden West. This score has not changed from the 2023 - 2024 school year.
2. The Suspension Rate score has improved from orange to green from the last school year.
3. Chronic Absenteeism has improved by one color category for the 2024 - 2025 school year.

School and Student Performance Data

Academic Performance English Language Arts

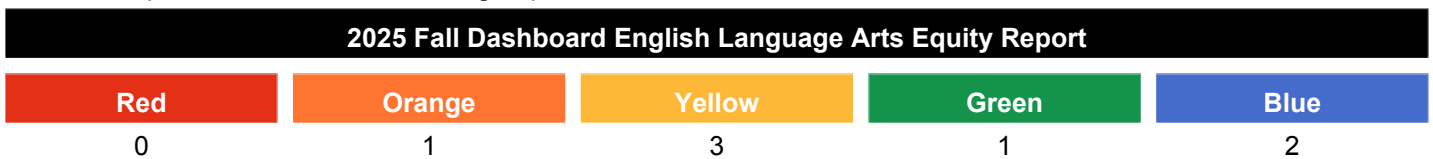
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.1 points above standard</p> <p>Increased 10.4 points</p> <p>700 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>47.8 points below standard</p> <p>Increased 20.6 points</p> <p>42 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>84.2 points below standard</p> <p>Increased 42.1 points</p> <p>12 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19.7 points below standard</p> <p>Increased 12.7 points</p> <p>335 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>98.7 points below standard</p> <p>Increased 21.1 points</p> <p>77 Students</p>	<p>African American</p>  <p>Yellow</p> <p>44.8 points below standard</p> <p>Increased 4 points</p> <p>101 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>42.1 points above standard</p> <p>Increased 17.9 points</p> <p>33 Students</p>	<p>Filipino</p>  <p>Green</p> <p>32.8 points above standard</p> <p>Maintained 2.2 points</p> <p>88 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>19.2 points below standard</p> <p>Increased 12.1 points</p> <p>210 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>16.1 points above standard</p> <p>Increased 26 points</p> <p>100 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Blue</p> <p>19.8 points above standard</p> <p>Increased 15.1 points</p> <p>154 Students</p>

Conclusions based on this data:

1. It is notable that all student groups with the exception of the Filipino population, who maintained the same dashboard score as last year, increased their scores between 4 and 42.1 points.
2. English Language Learners and students with disabilities are the two groups scoring the furthest below standard.
3. The Socioeconomically Disadvantaged student group is the largest student group at Golden West with 335 identified students in this group. This student group scored 19.7 points below standard even through there was an increase in their scores this year.

School and Student Performance Data

Academic Performance Mathematics

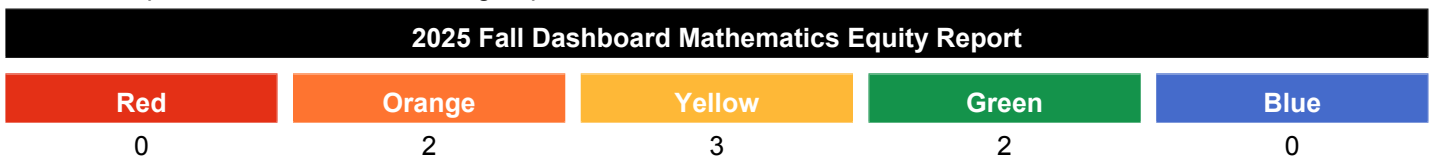
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>39.1 points below standard</p> <p>Maintained 2.2 points</p> <p>701 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>88.1 points below standard</p> <p>Increased 28.5 points</p> <p>42 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>125.1 points below standard</p> <p>Increased 70.4 points</p> <p>12 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>60.8 points below standard</p> <p>Increased 3.2 points</p> <p>335 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>140.8 points below standard</p> <p>Increased 6.5 points</p> <p>77 Students</p>	<p>African American</p>  <p>Yellow</p> <p>78.5 points below standard</p> <p>Increased 3.8 points</p> <p>101 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>37.6 points above standard</p> <p>Increased 13.9 points</p> <p>33 Students</p>	<p>Filipino</p>  <p>Green</p> <p>7.4 points above standard</p> <p>Increased 10.5 points</p> <p>88 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>71.2 points below standard</p> <p>Maintained 2.2 points</p> <p>210 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>26.3 points below standard</p> <p>Increased 3.6 points</p> <p>100 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>15.4 points below standard</p> <p>Increased 7.7 points</p> <p>154 Students</p>

Conclusions based on this data:

1. It is notable that all student groups with the exception of one (Hispanic group) increased their dashboard scores this year while the overall dashboard score was maintained with the entire student body scoring 39.1 points below standard.
2. Our Socioeconomically Disadvantaged group of students and Hispanic student group comprise the largest groups within our student body, totally 335 and 210 students respectively. Both groups scored more than 60 points below standard.
3. Our students with disabilities have the largest gap between scores and standards followed by the Long-Term English Language Learners student group.

School and Student Performance Data

Academic Performance Science

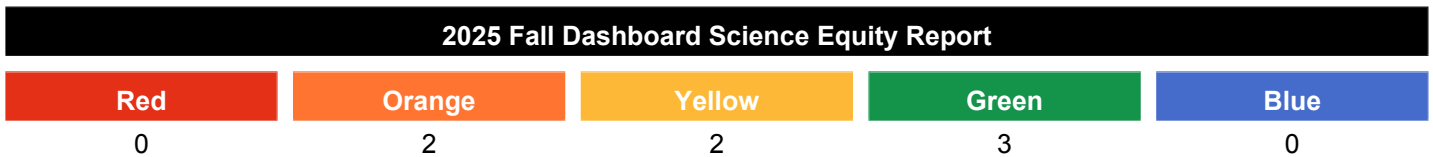
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>52.9 science points</p> <p>Maintained 0.2 points</p> <p>355 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>46 science points</p> <p>20 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>50.5 science points</p> <p>Increased 3.9 points</p> <p>174 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>36.6 science points</p> <p>Maintained 0.5 points</p> <p>38 Students</p>	<p>African American</p>  <p>Orange</p> <p>42.3 science points</p> <p>Declined 2.5 points</p> <p>50 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>67.4 science points</p> <p>Increased 5.2 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>Green</p> <p>58.6 science points</p> <p>Maintained 1.5 points</p> <p>47 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>48.3 science points</p> <p>Maintained 0 points</p> <p>108 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>54.6 science points</p> <p>Maintained -0.7 points</p> <p>52 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>59.1 science points</p> <p>Maintained 0.9 points</p> <p>74 Students</p>

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student group and Asian student group were the only two groups that saw an increase in their scores for the 2024 - 2025 school year.
2. The overall student body maintained their science scores along with the White student group, Two or More Races, Hispanic student group, Filipino student group, and the Students with Disabilities.
3. The African American student group saw a decline in their science scores for the 2024 - 2025 school year.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 70.6 making progress. Number Students: 17 Students	Long-Term English Learner Progress  No Performance Color 61.5 making progress. Number Students: 13 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 5.9%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 23.5%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 70.6%

Conclusions based on this data:

1. The English Learner population is 2.7% of the overall Golden West student population. This group of students participates in our ELCAP testing each year, which has four levels before English proficiency is determined.
2. During the 2024 - 2025 school year, 70.6% of the students moved on level on the ELCAP test while 23.5% stayed at the same level between the 2023 - 2024 and 2024 - 2025 school years.
3. Of this group of students, 5.9% of the group declined in performance, decreasing on the test by one level.

School and Student Performance Data

Academic Performance College/Career Report

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

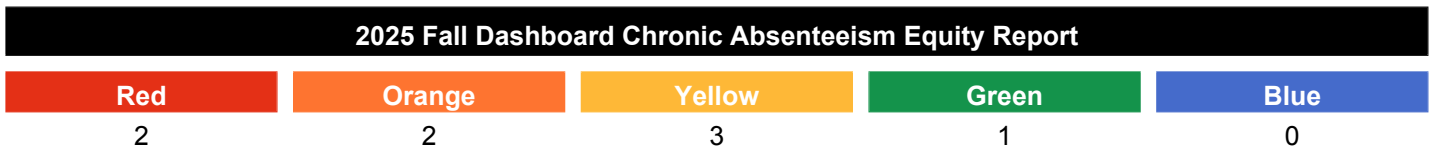
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>16.1% Chronically Absent</p> <p>Declined 3</p> <p>782 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>23.1% Chronically Absent</p> <p>Declined 5.5</p> <p>26 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>18.8% Chronically Absent</p> <p>Declined 17</p> <p>16 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>22.5% Chronically Absent</p> <p>Declined 2.7</p> <p>386 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>30.1% Chronically Absent</p> <p>Increased 0.5</p> <p>93 Students</p>	<p>African American</p>  <p>Yellow</p> <p>15.7% Chronically Absent</p> <p>Declined 2.6</p> <p>115 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 5</p> <p>38 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>9% Chronically Absent</p> <p>Increased 4.1</p> <p>89 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.7% Chronically Absent</p> <p>Declined 6.5</p> <p>237 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>22% Chronically Absent</p> <p>Increased 4</p> <p>123 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined 7.9</p> <p>174 Students</p>

Conclusions based on this data:

1. The Students with Disabilities group had the highest rate of chronic absenteeism with a rate of 31.1%, which was an increase from last year.
2. English Learners were the second group with the highest rate of chronic absenteeism with a rate of 23.1%, which was a decrease from last year.
3. Chronic Absenteeism dropped 3.1% from the 2023 - 2024 school year to the 2024 - 2025 school year. Our rates continue to be high, which is why attendance is an on-going area of concern. The SART and SARB programs help to address this issue. Seeking alternate ways to reach families such as through the ELAC committee, the newly formed PTSA, and the creation of attendance supports and incentives will assist our school with communicating the importance of school attendance to our families. Attendance data is directly related to student achievement. Low attendance causes achievement.

School and Student Performance Data

Conditions & Climate Suspension Rate

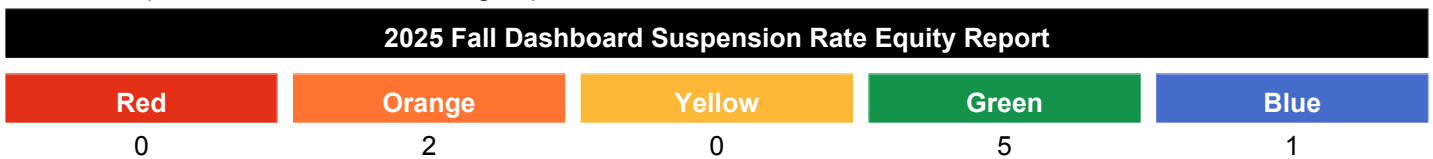
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.9% suspended at least one day</p> <p>Declined 3%</p> <p>799 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Declined 15.3%</p> <p>27 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>Declined 22.3%</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.3% suspended at least one day</p> <p>Declined 5.3%</p> <p>398 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>6.4% suspended at least one day</p> <p>Declined 11%</p> <p>94 Students</p>	<p>African American</p>  <p>Green</p> <p>6.8% suspended at least one day</p> <p>Declined 4.5%</p> <p>117 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 6.5%</p> <p>38 Students</p>	<p>Filipino</p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.3%</p> <p>89 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 4.6%</p> <p>243 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>8.1% suspended at least one day</p> <p>Increased 2.2%</p> <p>123 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>White</p>  <p>Green</p> <p>4.4% suspended at least one day</p> <p>Declined 4.6%</p> <p>183 Students</p>

Conclusions based on this data:

- Overall suspension rates are relatively low. The indicators suggest that suspensions are not excessively high, implying that most students are generally meeting behavioral expectations and that exclusionary discipline is not being used as a primary response.
- Disparities likely exist between student groups. While overall suspension levels appear manageable, the breakdown by subgroups indicates uneven outcomes, suggesting that certain student populations experience suspensions at higher rates than others. These same groups experience suspension rates higher than 4.9% suspended at least one day, which is the percentage for the entire student body. Students with Disabilities, African American students, Asian Students, and Long-Term English Learners are the student groups experiencing disparities in suspensions rates.
- Continued work through our PBIS team is needed to ensure clarity of behavioral expectations and direct teaching of the expectations to all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Golden West will improve student test scores on CAASPP testing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Test scores for our student groups including Socioeconomically Disadvantaged, African American, Hispanic and Latino, English Learners, and Students with Disabilities show disproportionate results. A higher percentage of students from these groups test in the below standard category as compared to the entire student body.

Approximately one-third of the student body scored below standard on CAASPP math testing.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (All Students)	During the 2024 - 2025 school year, 20.77% of the students scored below standard on their ELA CAASPP tests.	ELA CAASPP scores across all students will reflect a 3% decrease in the below standard category and will reflect a 3% combined increase in the met or exceeded standard categories
ELA CAASPP (Special Education Students)	During the 2024 - 2025 school year, 63.89% of the students with disabilities scored below standard on their ELA CAASPP tests.	ELA CAASPP scores for students with disabilities will reflect a 2% shift from Level 1 to Level 2.
ELPAC (English Language Learners)	During the 2024-2025 school year, 15.71% of students taking the ELPAC scored at a Level 4, 35.90% of students taking the ELPAC scored at a Level 3, 29.03% taking the ELPAC scored at a Level 2, and 19.35% of students taking the ELPAC scored at a level 1.	ELPAC scores will show that 5% of students taking the ELPAC moved up one level each testing year across a 5-year cycle
MATH CAASPP (All Students)	During the 2024 - 2025 school year, 32.92% of the students scored below standard on their Math CAASPP tests.	Math CAASPP scores across all students will reflect a 3% decrease in the below standard category and will reflect a 3% combined increase in the met or exceeded standard categories.

Math CAASPP (Special Education Students)	During the 2024 - 2025 school year, 77.78% of the students with disabilities scored below standard on their Math CAASPP tests.	Math CAASPP scores for students with disabilities will reflect a 2% shift from Level 1 to Level 2.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The implementation of Professional Learning Communities (PLCs) will serve as a key strategy for test score remediation by providing structured time for teachers to analyze student performance data, identify learning gaps, and plan targeted instructional interventions. Through collaborative planning, teachers will align instruction, adjust pacing, and implement evidence-based strategies to support students who are not meeting proficiency. Ongoing progress monitoring within PLCs will ensure instructional adjustments are responsive and focused on improving student achievement.	Socioeconomically Disadvantaged Students Students with Disabilities African American Students Latino/Hispanic Students Foster/Homeless Students	5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.2	Implementation of the new Math Curriculum with professional development for the math department	All Students	10000 District Funded 4000-4999: Books And Supplies New cycle of adoption for math curriculum as per state requirements
1.3	Coaching and Program development with Solano County Office of Education, ELD Department	English Learners	5000 District Funded 5800: Professional/Consulting Services And Operating Expenditures Training and coaching for our ELD teacher and teachers with more than 5 English Learners in a classroom
1.4	Strengthen inter-department collaboration and intra-department collaboration for the purpose of increasing instructional coherence and the assurance that students receive consistent, aligned support across content areas. Teachers share strategies, address student needs holistically, and reinforce skills such as literacy, numeracy, and behavior expectations.	All Students	5000 LCAP 1000-1999: Certificated Personnel Salaries Provide paid opportunities for teachers to collaborate outside of contracted hours.
1.5	Increase Depth of Knowledge (DOK) strategies as outlined in our School Literacy Acton Plan to addresses low test scores by increasing the cognitive rigor of instruction and aligning learning tasks to the demands of state assessments. Teachers will intentionally scaffold students from lower- to higher-level thinking while targeting learning gaps and deepen understanding to move students from below standard scores to meeting or exceeding standards.	All students	5000 LCAP 1000-1999: Certificated Personnel Salaries Provide paid opportunities for teachers to receive coaching outside of contracted hours.
1.6	Identify needed intervention curriculum to ensure a systematic and sequential pedagogy for skill remediation	Special Education Students	3500 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		English Language Learners Socioeconomically Disadvantaged Students	4000-4999: Books And Supplies Purchase district approved intervention as needed for specific student groups
1.7	After School Tutoring	All Students	50000 Title I 1000-1999: Certificated Personnel Salaries Provide paid opportunities for after school tutoring

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Socio-Emotional Wellness

Provide a safe school climate and culture through increased focus on WEB, Leadership class activities, after school activities, and Wellness Center implementation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Providing an environment that is safe and a school climate and culture that is welcoming and conducive to learning is an area of focus for our site. Our site recognizes the need to address our student groups that exhibit a greater need such as our African American, Hispanic and Latino, English Learner, and our Students with Disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates on the CA Dashboard	While overall suspension levels appear manageable, the breakdown by subgroups indicates uneven outcomes, suggesting that certain student populations experience suspensions at higher rates than others. These same groups experience suspension rates higher than 4.9% suspended at least one day. which is the percentage for the entire student body. Students with Disabilities, African American students, Asian Students, and Long-Term English Learners are the student groups experiencing disparities in suspensions rates.	Decrease suspension rates for students in the following groups: Students with Disabilities, African American students, Asian Students, and Long-Term English Learners.
Chronic absenteeism rates on the CA Dashboard	The overall chronic absenteeism rate for the Golden West student body during the 2024 - 2025 school year was rated in the yellow. Students with Disabilities and Two or More Races were rated in the red, and Filipino students and Socioeconomically Disadvantaged students were rated in the orange.	Students with Disabilities, Two or More Races, Filipino students, and Socioeconomically Disadvantaged student groups will fall within no more than one performance level below the overall school performance level in the area of chronic absenteeism.

CHKS data: student perception of school Safety	Only 55% of students participating in the CHKS survey reported that the school is perceived as very safe or safe.	Increase the percentage of students perceiving the school as safe to 65% on the CHKS survey.
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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
2.1	Implementation of our Social Emotional Learning Curriculum, Wayfinder, with Professional Development for admin and staff	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures Wayfinder license and training
2.2	Provide career exploration opportunities that allow students to develop personal goals and gain experiences beyond their self-centricity through (including but not limited to) 1) Counseling and Elective program partnerships such as the induction of Project Lead the Way 2) Work with community partners to take students on field trips with a career focus such as the 8th grade Inspire 8 Career Fair or the 6th grade field trip to the military base 3) Partnering with PTSA to involve community members of different careers in our campus activities	All Students, African American, Hispanic and Latino and Students with Disabilities	1000 District Funded 5800: Professional/Consulting Services And Operating Expenditures Bussing for field trips
2.3	Increased number of W.E.B. and Leadership events during lunch	All Students, Incoming 6th grade students, African American students, Hispanic and Latino Students, Students with Disabilities, and English Learners	1000 LCAP 5000-5999: Services And Other Operating Expenditures Materials for students to plan and run activities
2.4	Analysis of CHKS data by the admin, counseling, psychologist, and wellness center teams to determine success of school activities implemented over the year related to student belonging, security, sense of safety, confidence, and growth.	All 7th grade Students, African American students, Hispanic and Latino Students, Students with Disabilities, and English Learners	
2.5	The PBIS team will implement a data-driven strategy that includes monthly reviews of office discipline referrals, attendance data, and schoolwide behavior dashboards to monitor trends and inform instructional and behavioral supports. Based on these analyses, the team will adjust interventions, allocate resources to address identified needs, and make referrals to the Tier 2 and 3 teams. The team will strengthen positive culture by implementing structured student recognition systems, such as Mustang Bucks, Mustang of the Month, and public acknowledgements aligned to schoolwide expectations. Behavior expectations will be explicitly taught and reinforced across all settings through consistent language, visual supports, and	All Students	6000 DoDEA Grant 4000-4999: Books And Supplies Items for campus visual communication, Paid opportunities for staff to meet as a coherent PBIS team, Mustang reward systems

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	staff modeling to ensure clarity and consistency for all students.		
2.6	Discuss and identify individual strategies for attendance for our Students with Disabilities and document the attendance support plan through the IEP process.	Students with Disabilities	
2.7	Create a campus wide attendance campaign in conjunction with our PBIS team where student absences are seen and responded to by staff members	All Students, Students with Disabilities, Two or More Races, Filipino students, and Socioeconomically Disadvantaged student groups	3000 DoDEA Grant 1000-1999: Certificated Personnel Salaries Paid opportunities for staff to develop connections with students and build rapport around attendance

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family Engagement

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Hiring highly qualified to address the diverse needs of our students is a critical area of need for Golden West. During the 2024-2025 school year, the campus was short staffed and used long term subs to cover vacant positions. This trend has continued into the 2025 - 2026 school and has included hiring teachers with permits. In addition to certificated staff members, the need for an additional campus monitor and/or students support specialist to ensure adequate campus supervision is needed for safety and implementation of articulated PBIS systems outlined in our student handbook.

There is an on-going need to update facilities. Site updates and renovations continue yearly through collaboration with our maintenance and facilities department. The facilities master plan outlines planned updates. The maintenance program and other grant funds were used to remove tree stumps, repair walkways, paint buildings, replace the shade structure covering, repair the boiler, and replace the marquee. Additional work is needed that is beyond the scope of the site as mentioned above and involves work documented in the facilities master plan. The Positive Behavior Intervention Team identified and implemented site-based facilities upgrades such as behavioral expectation posters, display cabinets, flags with logos, mats with logos and a sound system to help encourage positive behavior on campus. There is still a need to update the school murals and replenish lost or damaged campus displays and visuals from the 2024 - 2025 school year.

Consistent teams and committees must be established with clear operating procedures and charters at Golden West. These committees will serve as the decision-making authority for resource allocation based on gaps in data, identified needs, and performance indicators. Committees should include but are not limited to PBIS Tier 1, PBIS Tier 2, PBIS Tier 3, Site Council, Curriculum Council, PTSA, DoDEA spending, and Site Safety Team.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Tiered Fidelity Inventory	Tier 1 is currently at 90% Tier 1, 61% Tier 2, and 26% Tier 3.	Increase each Tier by at least 10% by the end of the school year as measured by the inventory.
Established committees with memorialized operating procedures	Golden West has established a Site Safety Team, PBIS Tier 1 team, PTSA, and has run an election for site council. Teams have not developed clear operating procedures or charters.	By the end of the 2025–2026 school year, Golden West will establish consistent site-based committees with defined charters and operating procedures to guide data-driven

decision-making for resource allocation, student supports, and schoolwide improvement initiatives.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA).	Ensure all staff hired is credentialed, receive district and site orientation, and are prepared to implement the curriculum.	3500 LCAP 1000-1999: Certificated Personnel Salaries Provide paid opportunities for teachers and staff to attend the site council meetings.
4.2	(i) Implement PBIS in secondary schools; provide training and coaching through the SCOE 3-year PBIS implementation program to develop school capacity to lead implementation (ii) Measure implementation effectiveness through use of the TFI (Tiered Fidelity Inventory)	All Students	1500 LCAP 1000-1999: Certificated Personnel Salaries PBIS training costs for certificated and classified staff when beyond the work day
4.3	Project Lead the Way	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

We are continuing to transition 6th grade to our school for the 2026-2027 school year. Electives have expanded and been leveled to include all grade levels at Golden West. Additional course proposals will be submitted to ensure continuity across electives and programming as 6th grade becomes solidified as part of our school's culture. There is interest in expanding out electives to include CTE pathways. Our site has applied for a grant through Project Lead the Way. We are hoping to see this grant initially fund aa curriculum for robotics and then move into a CTE pathway elective.

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

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

Since our team went to the CUE conference last year March 2024, we did not go again during the 2024-2025 school year.

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: 2024-25

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

Analysis

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

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	\$101,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$55,000.00

Subtotal of additional federal funds included for this school: \$55,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$19,500.00
DoDEA Grant	\$9,000.00
LCAP	\$17,500.00

Subtotal of state or local funds included for this school: \$46,000.00

Total of federal, state, and/or local funds for this school: \$101,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	34853.00	34,853.00
LCAP	13,000	-4,500.00
Title I		
Prop 28	107,870	107,870.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	19,500.00
DoDEA Grant	9,000.00
LCAP	17,500.00
Title I	55,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	69,500.00
4000-4999: Books And Supplies	19,500.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	13,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	6,000.00
1000-1999: Certificated Personnel Salaries	DoDEA Grant	3,000.00
4000-4999: Books And Supplies	DoDEA Grant	6,000.00
1000-1999: Certificated Personnel Salaries	LCAP	16,500.00

5000-5999: Services And Other Operating Expenditures	LCAP	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,500.00
Goal 2	11,000.00
Goal 3	1,500.00
Goal 4	5,000.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

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

Attested:

Principal, Sarah Portugal on January 8, 2023
SSC Chairperson, Candice Johnson on January 8, 2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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/>

Updated by the California Department of Education, October 2023

School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Golden West School approved the Single Plan for Student Achievement at our meeting dated 2.13.2026.

Sarah Portugal

Principal

Lia Nadler

SSC Chairperson