



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mesa Arts Academy	37 68197 0132290	May 20, 2024	June 25, 2024

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

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

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

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

This plan is being used by La Mesa Arts Academy for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds at the time are not available to our school site.

Educational Partner Involvement

How, when, and with whom did your La Mesa Arts Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 15, 2024 at 8:30am
- SSC # 4 Meeting, April 15, 2024 at 2:45pm; SSC #5 Meeting, May 20, 2024 at 2:45pm
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: April 25, 2024 and May 14, 2024
- Other meetings where the 2024-25 SPSA goals and metrics were discussed: PTSA Meeting on April 24, 2024, PBIS April 16, 2024, ASB Meeting April 10, 2024

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

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.

Our two areas where overall performance was in "Orange" were Chronic Absenteeism and Suspension. Chronic Absenteeism declined by 0.5 to 2.9 pts. in our subgroups of 2 or more races, and AA. In addition, Chronic Absenteeism declined significantly by 3.0 or more pts. in our subgroups of SWD, Hispanic, and Socioeconomically Disadvantaged. Suspensions increased by 0.3 to 4.0 pts. in EI, Socioeconomically Disadvantaged, Hispanic, White, 2 or more races, and AA. In order to improve in this area we will communicate with families on the importance of attendance, conduct home visits as needed, and host meetings with counselors and social workers as needed. We will also send home the district provided attendance letters.

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.

Our student groups who were two or more performance levels below the "all student" performance were ELA Goal 1: SWD are 74.3 pts below standards, AA declined from 13 pts below to 36.6 pts below standard and EL students are 17.1 pts. below standard. Math Goal 2: AA were 89.9 pts below standards, EL students were 60.5 pts. below standards, and SWD students were 124.3 pts. below standards. In order to improve in these areas we will monitor student data throughout each trimester to determine appropriate interventions for students not meeting the standards such as study

skills or co-taught classes. For our ELs we will work as a staff to create more integrated practices across all curriculum areas. We will use our new collaboration period to ensure we are tracking the needs of the students more effectively.

Other Needs

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

Additional data collected is iReady Diagnostic Data three times a year. This data showed that from August 2023 Diagnostic 1 to January 2024 Diagnostic 2 students meeting or exceeding the standards increased in ELA from 358 students to 455 students. In Math the data showed that students meeting or exceeding the standards increased in Math from 164 students to 233 students. While this is an increase in growth, we still have big gaps. In order to continue improvement, we will use our collaboration period to monitor individual student progress more frequently through out each trimester.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level La Mesa Arts Academy. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.09%	0.1%	1	1	1
African American	5.0%	3.47%	4.18%	54	38	44
Asian	3.4%	3.47%	3.14%	37	38	33
Filipino	0.6%	0.37%	1.05%	7	4	11
Hispanic/Latino	32.4%	36.44%	36.22%	354	399	381
Pacific Islander	0.1%	0.09%	0%	1	1	0
White	48.2%	44.66%	43.54%	526	489	458
Multiple/No Response	10.3%	11.05%	11.79%	112	121	124
Total Enrollment				1,092	1,095	1052

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 4	100	105	98
Grade 5	134	133	130
Grade 6	163	175	164
Grade 7	349	334	332
Grade 8	346	348	328
Total Enrollment	1,092	1,095	1,052

Conclusions based on this data:

1. Our African American population increased from 38 to 44 students. and our Filipino population grew from 4 to 11 students.
2. Our white population dropped significantly from 489-458 students.
3. Our Hispanic and Asian populations decreased.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	53	66	60	4.9%	6.0%	5.7%
Fluent English Proficient (FEP)	121	102	105	11.1%	9.3%	10.0%
Reclassified Fluent English Proficient (RFEP)	13		13	24.5%		17.3%

Conclusions based on this data:

1. There was a large drop off in the number of FEP students from 20-21, but it remained fairly unchanged from 21-22 to 22-23.
2. No RFEP data for 21-22 makes it hard to discern trends. While we had the same number of students RFEP in 20-21 and 22-23, the percentage of students drastically declined.
3. The number of ELs and the percentage of ELs in our school population has increased by almost 1% from 20-21 to 22-23.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	101	104	97	0	100	97	0	100	97	0.0	96.2	100.0
Grade 5	131	132	129	0	130	121	0	130	121	0.0	98.5	93.8
Grade 6	159	172	155	0	166	153	0	166	153	0.0	96.5	98.7
Grade 7	344	320	335	0	306	321	0	306	321	0.0	95.6	95.8
Grade 8	339	339	326	0	319	289	0	319	289	0.0	94.1	88.7
All Grades	1074	1067	1042	0	1021	981	0	1021	981	0.0	95.7	94.1

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2506.	2511.		39.00	44.33		31.00	27.84		10.00	15.46		20.00	12.37
Grade 5		2559.	2558.		42.31	38.02		33.85	37.19		15.38	15.70		8.46	9.09
Grade 6		2585.	2580.		37.35	37.91		40.96	32.68		13.86	20.26		7.83	9.15
Grade 7		2585.	2596.		27.78	28.66		39.87	44.24		18.30	16.82		14.05	10.28
Grade 8		2612.	2593.		32.29	23.53		37.93	36.33		20.69	27.68		9.09	12.46
All Grades	N/A	N/A	N/A		33.69	31.29		37.81	37.61		17.14	20.29		11.36	10.81

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		34.00	20.62		55.00	71.13		11.00	8.25
Grade 5		34.62	31.40		58.46	60.33		6.92	8.26
Grade 6		34.94	32.68		58.43	57.52		6.63	9.80
Grade 7		25.49	30.84		62.09	60.44		12.42	8.72
Grade 8		34.17	22.84		55.49	61.59		10.34	15.57
All Grades		31.73	27.83		58.28	61.37		9.99	10.81

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		29.00	27.84		57.00	62.89		14.00	9.28
Grade 5		31.01	36.36		60.47	53.72		8.53	9.92
Grade 6		27.71	27.45		60.84	64.71		11.45	7.84
Grade 7		36.93	37.69		50.00	49.53		13.07	12.77
Grade 8		31.35	25.00		56.43	57.64		12.23	17.36
All Grades		32.16	31.22		55.78	56.12		12.06	12.65

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		14.00	23.71		81.00	65.98		5.00	10.31
Grade 5		20.77	24.79		70.77	66.12		8.46	9.09
Grade 6		24.70	14.38		71.69	79.74		3.61	5.88
Grade 7		17.65	21.18		74.84	71.03		7.52	7.79
Grade 8		18.50	21.11		73.04	69.90		8.46	9.00
All Grades		19.10	20.80		73.85	70.95		7.05	8.26

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		19.00	23.71		74.00	68.04		7.00	8.25
Grade 5		30.77	30.58		64.62	65.29		4.62	4.13
Grade 6		36.14	33.33		57.83	60.13		6.02	6.54
Grade 7		31.37	33.64		56.86	57.32		11.76	9.03
Grade 8		35.74	32.53		57.68	59.86		6.58	7.61
All Grades		32.22	31.91		59.94	60.55		7.84	7.54

Conclusions based on this data:

1. Overall the percentage of students above standard decreased in all domains except listening from 21-22 to 22-23.
2. There was a sharp decline (10%) in students above Grade Level in the domain of writing in Grade 6 from 21-22 to 22-23.
3. Less than 5% of 5th grade students were below standard in Research and Inquiry for both 21-22 and 22-23.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	101	104	97	0	97	97	0	97	97	0.0	93.3	100.0
Grade 5	131	132	129	0	128	121	0	128	121	0.0	97.0	93.8
Grade 6	159	172	155	0	166	152	0	166	152	0.0	96.5	98.1
Grade 7	344	321	335	0	305	316	0	305	316	0.0	95.0	94.3
Grade 8	339	339	326	0	300	287	0	300	287	0.0	88.5	88.0
All Grades	1074	1068	1042	0	996	973	0	996	973	0.0	93.3	93.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2492.	2502.		25.77	27.84		24.74	40.21		36.08	18.56		13.40	13.40
Grade 5		2517.	2522.		21.09	27.27		27.34	18.18		27.34	37.19		24.22	17.36
Grade 6		2581.	2574.		40.36	39.47		24.70	21.05		21.69	23.68		13.25	15.79
Grade 7		2547.	2571.		25.90	27.53		20.33	26.27		24.59	28.80		29.18	17.41
Grade 8		2577.	2559.		28.67	20.56		20.67	20.91		23.33	26.13		27.33	32.40
All Grades	N/A	N/A	N/A		28.51	27.34		22.49	24.25		25.20	27.24		23.80	21.17

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		34.02	30.93		45.36	50.52		20.62	18.56
Grade 5		26.56	23.97		46.09	54.55		27.34	21.49
Grade 6		34.94	32.24		50.00	50.66		15.06	17.11
Grade 7		27.21	31.33		44.92	49.68		27.87	18.99
Grade 8		27.67	19.16		49.67	54.36		22.67	26.48
All Grades		29.22	26.93		47.39	51.90		23.39	21.17

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		24.74	34.02		56.70	49.48		18.56	16.49
Grade 5		20.31	25.62		56.25	54.55		23.44	19.83
Grade 6		30.72	25.66		59.04	58.55		10.24	15.79
Grade 7		21.31	24.68		54.43	56.96		24.26	18.35
Grade 8		23.67	20.21		53.00	57.49		23.33	22.30
All Grades		23.80	24.56		55.22	56.32		20.98	19.12

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		26.80	24.74		55.67	57.73		17.53	17.53
Grade 5		22.66	24.79		62.50	54.55		14.84	20.66
Grade 6		31.33	32.89		58.43	59.21		10.24	7.89
Grade 7		20.98	23.73		64.92	61.71		14.10	14.56
Grade 8		26.00	19.51		58.33	60.28		15.67	20.21
All Grades		25.00	24.15		60.64	59.61		14.36	16.24

Conclusions based on this data:

1. The highest percentage of students not testing is in 8th grade, as a result of the most opt outs.
2. The greatest average percentage of students above standard was in the domain of Problem Solving & Modeling/Data Analysis.
3. Overall, students in grade 4 had the lowest percentage of students not meeting the standard (13.4%) and 8th grade was the highest (32.4%).

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	5	5	4
5	*	*	*	*	*	*	*	*	*	7	7	5
6	*	*	*	*	*	*	*	*	*	6	8	4
7	1563.2	1568.8	1556.0	1560.4	1570.6	1554.0	1565.5	1566.5	1557.5	16	27	25
8	1593.3	1598.7	1577.6	1608.3	1610.9	1584.7	1577.8	1585.8	1570.1	17	19	27
All Grades										51	66	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	31.25	40.74	50.00	43.75	29.63	20.83	18.75	25.93	0.00	6.25	3.70	29.17	16	27	24
8	29.41	47.37	44.44	58.82	36.84	22.22	11.76	15.79	18.52	0.00	0.00	14.81	17	19	27
All Grades	35.29	46.97	45.31	50.98	31.82	25.00	11.76	19.70	12.50	1.96	1.52	17.19	51	66	64

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	37.50	44.44	54.17	50.00	33.33	16.67	6.25	18.52	4.17	6.25	3.70	25.00	16	27	24
8	47.06	63.16	55.56	52.94	31.58	22.22	0.00	5.26	7.41	0.00	0.00	14.81	17	19	27
All Grades	54.90	56.06	59.38	41.18	31.82	17.19	1.96	10.61	7.81	1.96	1.52	15.63	51	66	64

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	12.50	25.93	29.17	50.00	37.04	33.33	25.00	22.22	8.33	12.50	14.81	29.17	16	27	24
8	11.76	26.32	29.63	47.06	36.84	18.52	41.18	36.84	37.04	0.00	0.00	14.81	17	19	27
All Grades	17.65	27.27	26.56	43.14	36.36	25.00	33.33	27.27	28.13	5.88	9.09	20.31	51	66	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	31.25	18.52	20.83	68.75	51.85	58.33	0.00	29.63	20.83	16	27	24
8	41.18	42.11	33.33	47.06	47.37	51.85	11.76	10.53	14.81	17	19	27
All Grades	45.10	33.33	32.81	49.02	51.52	51.56	5.88	15.15	15.63	51	66	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	56.25	74.07	62.50	37.50	22.22	12.50	6.25	3.70	25.00	16	27	24
8	82.35	78.95	73.08	17.65	21.05	19.23	0.00	0.00	7.69	17	19	26
All Grades	76.47	74.24	71.43	21.57	24.24	14.29	1.96	1.52	14.29	51	66	63

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	12.50	29.63	41.67	68.75	40.74	25.00	18.75	29.63	33.33	16	27	24
8	47.06	31.58	40.74	23.53	31.58	22.22	29.41	36.84	37.04	17	19	27
All Grades	29.41	33.33	35.94	49.02	40.91	32.81	21.57	25.76	31.25	51	66	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	12.50	18.52	33.33	81.25	77.78	37.50	6.25	3.70	29.17	16	27	24
8	5.88	21.05	18.52	94.12	78.95	66.67	0.00	0.00	14.81	17	19	27
All Grades	17.65	28.79	21.88	80.39	69.70	59.38	1.96	1.52	18.75	51	66	64

Conclusions based on this data:

1. Our iReady Data for Diagnostic 2 showed a 9.9% Growth in ELA for our EI Students.
2. We have seen growth in our EI students using the district curriculum Hello for our New Comers.
3. We have seen growth in our EI students using the district curriculum Rigor for our EI's who are 3's and 4's.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1052	41.3	5.7	0.3
Total Number of Students enrolled in La Mesa Arts Academy.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	5.7
Foster Youth	3	0.3
Homeless	14	1.3
Socioeconomically Disadvantaged	434	41.3
Students with Disabilities	133	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	4.2
American Indian	1	0.1
Asian	33	3.1
Filipino	11	1
Hispanic	381	36.2
Two or More Races	124	11.8
White	458	43.5

Conclusions based on this data:

1. A significant part of LMAAC's student population is centralized in our white and Hispanic Populations

2. Our school's population of most other student groups is so small that statistically significant equity data regarding students of different races is difficult to generate.
3. Nearly half (41.3%) of our school population is socioeconomically disadvantaged, while the perception of our school population is highly affluent.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. 73.6% of ELs improved at least one level on the ELPAC or maintained a 4. This is an increase of 9.9% from 21-22.
2. Five student groups are orange and two are red for suspension rates.
3. Student groups (white, African American, and Asian) were concerned for Chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

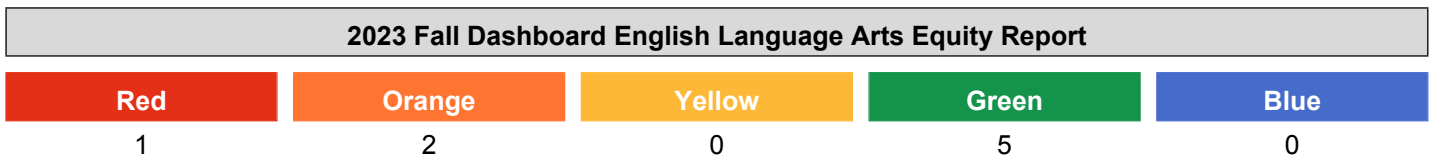
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 42.4 points above standard Maintained -1.4 points 975 Students	<p>English Learners</p>  Orange 17.1 points below standard Decreased Significantly -15.2 points 96 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>48.6 points below standard Decreased -8.6 points 16 Students</p>	<p>Socioeconomically Disadvantaged</p>  Green 16.4 points above standard Maintained -0.2 points 406 Students	<p>Students with Disabilities</p>  Red 74.3 points below standard Maintained -1.2 points 135 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 36.6 points below standard Decreased Significantly - 23.2 points 40 Students	Less than 11 Students 1 Student	 Green 52.2 points above standard Decreased -9.3 points 31 Students	82.7 points above standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 27.4 points above standard Increased +5.1 points 355 Students	 Green 42 points above standard Maintained +2.9 points 115 Students	Less than 11 Students 0 Students	 Green 57.2 points above standard Decreased -7.1 points 426 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.5 points below standard Decreased Significantly -60 points 43 Students	52.9 points above standard Decreased -5.2 points 53 Students	44.8 points above standard Decreased -3.3 points 823 Students

Conclusions based on this data:

1. All student groups declined at least somewhat on SBAC performance, although most were insignificant. The largest decline was in our English Learner population (-15.2 points)
2. Hispanic students increased by 5.1 points, the highest of any race/ethnicity. Most other declines.
3. Our African American student declined the most, compared to other races/ethnicities with -23.2 points.

School and Student Performance Data

Academic Performance Mathematics

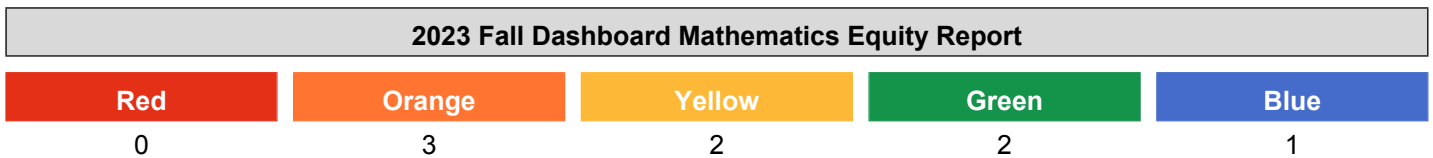
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 4.2 points below standard Increased +4.3 points 976 Students	<p>English Learners</p>  Orange 60.5 points below standard Maintained -2.5 points 95 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>84.2 points below standard Increased +6 points 16 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 31.6 points below standard Increased +10.2 points 407 Students	<p>Students with Disabilities</p>  Orange 124.3 points below standard Increased +6.2 points 135 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 89.9 points below standard Decreased Significantly - 23.4 points 40 Students	Less than 11 Students 1 Student	 Blue 41.5 points above standard Increased Significantly +20.6 points 31 Students	42.6 points above standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.5 points below standard Increased +4.8 points 354 Students	 Green 5.2 points below standard Increased +8.4 points 115 Students	Less than 11 Students 0 Students	 Green 14.6 points above standard Increased +6.9 points 427 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134.7 points below standard Decreased Significantly -25.6 points 43 Students	0.8 points above standard Decreased -14.8 points 52 Students	2.6 points below standard Increased +4.7 points 823 Students

Conclusions based on this data:

1. Asian students had the most significant increase (20.6 points) and have the greatest points above standard (41.5 points)
2. All student groups increased except English Learners which had a very small decrease.
3. The most significant decline in a race/ethnicity group were our African-American students (-23.4 points).

School and Student Performance Data

Academic Performance English Learner Progress

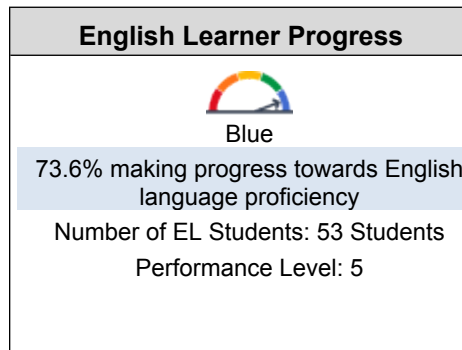
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	12	14	25

Conclusions based on this data:

1. Only 2 students decreased their ELPI level.
2. Almost half of our ELs progressed at least one level.
3. 14/53 students maintained an ELPI level of 4.

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 19.5% Chronically Absent Maintained 0.3 1078 Students	 Yellow 19% Chronically Absent Declined -6 79 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
31.8% Chronically Absent Increased 5.5 22 Students	 Yellow 22.9% Chronically Absent Declined Significantly -3 458 Students	 Yellow 19.9% Chronically Absent Declined Significantly -14.4 151 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 21.3% Chronically Absent Declined -4.4 47 Students	Less than 11 Students 1 Student	 Orange 5.9% Chronically Absent Increased 0.6 34 Students	15.4% Chronically Absent 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.7% Chronically Absent Declined Significantly -3 391 Students	 Yellow 16.3% Chronically Absent Declined -1.5 129 Students	Less than 11 Students 1 Student	 Red 21% Chronically Absent Increased Significantly 3.6 462 Students

Conclusions based on this data:

1. The overall number of students with chronic absenteeism maintained.
2. African American, Hispanic, Two or more races, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities with chronic absenteeism declined.
3. Chronic absenteeism of our Homeless, Asian, and White populations increased..

School and Student Performance Data

Conditions & Climate Suspension Rate

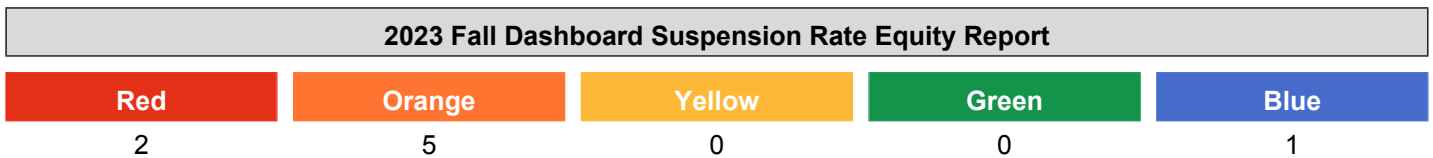
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.5 1087 Students</p>	<p>English Learners</p> <p>Orange</p> <p>7.5% suspended at least one day</p> <p>Increased 4.7 80 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5 22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 2.6 461 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>9.1% suspended at least one day</p> <p>Increased Significantly 5.1 154 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 12.2% suspended at least one day Increased 9.7 49 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -7.7 34 Students	0% suspended at least one day 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3% suspended at least one day Increased 0.6 395 Students	 Orange 3.9% suspended at least one day Increased 3.1 129 Students	Less than 11 Students 1 Student	 Orange 2.8% suspended at least one day Increased 1.8 465 Students

Conclusions based on this data:

1. Suspension rate overall increased from 1.3 to 1.5.
2. The number of students suspended in all sub-groups increased except for our Asian population.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 5-8 meeting standard on SBAC (ELA) will increase from 69% to 72%.

The percentage of English Learners in Grades 5-8 meeting standard on SBAC (ELA) will increase from 3% to 11%.

The percentage of socioeconomically disadvantaged students in Grades 5-8 meeting standard on SBAC (ELA) will increase from 69% to 77%.

The percentage of students with disabilities in Grades 5-8 meeting standard on SBAC (ELA) will increase from 19% to 27%.

Local Assessments (From January 2024 - January 2025 (Diagnostic 2):

The percentage of all students in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 64% to 67%.

The percentage of English Learners in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 17% to 25%.

The percentage of socioeconomically disadvantaged students in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 56% to 64%.

The percentage of students with disabilities in Grades 5-8 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and department meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices 	<p>All certificated staff in all departments and grade levels.</p> <p>PLC Notes are looked at after every PLC meeting from all departments and principal responds to them.</p>	<p>PLC meetings can be inconsistent due to staff absences.</p> <p>PLC notes don't always note student success based off data.</p> <p>Some PLC's have really worked hard to change what they've always done and these PLC's have seen great growth in their student data with iReady and class assessments.</p>	<p>Modify</p> <p>For the 24-25 school year, all teachers will have a prep period and a collaborative period. Collaboration periods will be the same across departments and the principal will be able to direct the work. A focus will be looking at the standards within a grade level as well as vertically across grade levels. Staff will also work within departments to develop common formative assessments.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>across all curriculum areas, discuss ways to provide intervention for all students not just students below grade level.</p> <ul style="list-style-type: none"> • PLCs will focus on strengthening their own familiarity with grade level Essential Standards to better align curriculum and instruction for all students. • Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. • Staff will work with site IDS Coach in coaching cycles to analyze and deepen understanding of data to guide instruction. • Staff will be encouraged to invite all stakeholders (IDS Coach, Psychologist, SAI, Principal, Vice Principals, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs. 			Collaboration period will be daily.
	Teachers will focus on improving students' ability to comprehend informational text across all content areas.	All certificated staff in all departments and grade levels. IDS Coach	Staff Grow and Glow walks have been very successful this year and staff have shared out at SLD Meetings how	Continue Use collaboration periods to continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> Site learning days will focus on the instructional practice of close reading and text-dependent questions through cycles of professional learning with site IDS teacher. Staff meetings, site learning days, and department meetings will be used to support teachers in deepening their understanding of close reading strategies, and how these can be used effectively within their specific content area. Staff will participate in peer observations to help deepen their experience with close reading strategies, and develop a school-wide culture of sharing best practices. 	Principal/AP's	<p>much they have learned from each other.</p> <p>Teachers with some level of involvement with Data/Instructional Coach increased from 43% in 21-22 to 69% in 22-23.</p> <p>47% of staff increased their level of engagement with the IDS teacher from 21-22 to 22-23</p> <p>During 23-24 IDS teacher has already been able to do coaching cycles with 6 teachers that had not previously done a coaching cycle.</p> <p>A Total of 80% of teachers have had some level of engagement with the IDS teacher since the position began in 21-22.</p>	walks and learning from each other.
	<p>We will implement a school-wide system of interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> The master schedule will have intervention and study skills classes offered to students in 7th and 8th grade students replacing their second elective if needed. District ELOP funds provided for an intervention teacher who is supporting students well 	<p>All certificated staff in all departments and grade levels.</p> <p>ELOP Teacher</p> <p>Principal/AP's</p> <p>SOA</p>	We have seen great growth in all staff monitoring the below the line (BTL) list of students each week. As a result, students in study skills have been moved in and out based on data results and needs. Study skills is a fluid class with students coming in and out as needed.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>below grade level in phonics instruction, using the structured intervention program SIPPS.</p> <ul style="list-style-type: none"> All staff will monitor the below the line list weekly to ensure students are passing all subject matter. Staff who teach elective classes, will provide time for students needing extra academic help. SBAC, district benchmark, and i-Ready data will be analyzed by teachers, IDS Coach, counselor, and administration to determine placement in intervention programs with initial placement made in August of the new school year and reviewed after each program benchmark assessment. 			
	<p>We will strengthen our school-wide ELD supports.</p> <ul style="list-style-type: none"> In Grade 4-6, Classroom teachers will provide ELD support for students in their own classes ensuring that ELD supports are better aligned to the learning expectations in the rest of the class. This change also provides students in these grade levels with access 	<p>All certificated staff in all departments and grade levels.</p> <p>ELOP Teacher</p> <p>Principal/AP's</p> <p>SOA</p> <p>IDS Coach</p>	<p>Our iReady data EI data have shown incredible growth with our EI's by 9.9%.</p> <p>We used the Hello Curriculum for our newcomers and the Rigor Curriculum for our 3 and 4 EI.s.</p>	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>to a second elective.</p> <ul style="list-style-type: none"> In Grades 7/8, The ELD class has been split into two separate classes for Newcomers, and Non-Newcomers. This allows the teacher to provide more specialized supports based on the needs of the students in these smaller groups. 			
	Structured Study Hall, ELA Support Classes, and Co-Taught ELA classes will be added to support students with academic struggles.	<p>All certificated staff in all departments and grade levels.</p> <p>ELOP Teacher</p> <p>Principal/AP's</p> <p>IDS Coach</p>	Our data has shown that these classes have increased student learning and have made great growth. In some cases, students have increased two to three grade levels as seen on our iReady Data.	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We started using the district curriculum Hello and Rigor for our EI's during ELD time and we saw great growth in our iReady Data.

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.

Our ELOP teacher started pulling students in small groups using Stars & Cars Curriculum and we saw great growth in our iReady Data with several students.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 5-8 meeting standard on SBAC (Math) will increase from 54% to 57%.

The percentage of English Learners in Grades 5-8 meeting standard on SBAC (Math) will increase from 5% to 13%.

The percentage of socioeconomically disadvantaged students in Grades 5-8 meeting standard on SBAC (Math) will increase from 54% to 62%.

The percentage of students with disabilities in Grades 5-8 meeting standard on SBAC (Math) will increase from 11% to 19%.

Local Assessments:

The percentage of all students in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 50% to 53%.

The percentage of English Learners in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 11% to 19%.

The percentage of socioeconomically disadvantaged students in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 42% to 50%.

The percentage of students with disabilities in Grades 5-8 scoring at or above grade level on i-Ready (Math) will increase from 11% to 19%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and department meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices across all curriculum areas, discuss ways to provide 	<p>Agendas are used to keep track of what is discussed at staff meetings and SLD's. PLC's submit notes to admin after each PLC Meeting.</p> <p>Data used comes from percentages of teachers participating in peer observations and ILT Data collected on the percentage of classrooms engaging in powerful practices.</p> <p>Certificated Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p>	<p>PLC notes reflect change in teaching practices to ensure standards at met before SBAC Testing - changing what we've always done</p> <p>SLD's and department meetings have been a time to celebrate successes and discuss school wide data, but we need to continue this</p> <p>Spending time on grade level standards to deepen understand as a PLC needs to improve. We didn't get to spend as much time on this as we had hoped.</p> <p>Staff did a great job working with our IDS on coaching cycles and all</p>	<p>Continue</p> <p>Plan for dedicated time to look at grade level standards and data using our new collaboration period next year</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>intervention for all students not just students below grade level.</p> <ul style="list-style-type: none"> PLCs will focus on strengthening their own familiarity with grade level Essential Standards to better align curriculum and instruction for all students. Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Staff will work with site IDS Coach in coaching cycles to analyze and deepen understanding of data to guide instruction. Staff will be encouraged to invite all stakeholders (IDS Coach, Psychologist, SAI, Principal, Vice Principal, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs. 		<p>staff participated in Grow and Glow walks. Staff also shared great celebrations in what they learned walking into each other classrooms and being observed by colleagues</p> <p>Staff have continued to invite all stakeholders to PLC meetings to ensure we are all working together to ensure student success.</p>	
	<p>Teachers will focus on improving students' ability to comprehend informational text across all content areas.</p> <ul style="list-style-type: none"> Site learning days will focus on the instructional practice of close reading and text- 	<p>Data used comes from percentages of teachers participating in peer observations and ILT Data collected on the percentage of classrooms engaging in powerful practices.</p>	<p>Site learning days, staff meetings, and department meetings focused on the instructional practices of close reading and text-dependent questions through cycles of professional learning</p>	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>dependent questions through cycles of professional learning with site IDS teacher.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and department meetings will be used to support teachers in deepening their understanding of close reading strategies, and how these can be used effectively within their specific content area. Staff will participate in peer observations to help deepen their experience with close reading strategies, and develop a school-wide culture of sharing best practices. 	<p>Certificated Staff Principal/AP's IDS ELOP SPED Team ILT Counselors</p>	<p>with site IDS teacher and principal.</p> <p>Staff meetings, site learning days, ILT, and department meetings were used to support teachers in deepening their understanding of close reading strategies, and how these can be used effectively within their specific content area.</p> <p>Staff participated in peer observations to help deepen their experience with close reading strategies, and develop a school-wide culture of sharing best practices.</p>	
	<p>We will implement a school-wide system of interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> The master schedule will have intervention and study skills classes offered to students in 7th and 8th grade students replacing their second elective if needed. All staff will monitor the below the line list weekly to ensure students are passing all subject matter. Staff who teach elective classes, will provide time for students needing 	<p>Data comes from the BTL list sent to certificated staff every week.</p> <p>Certificated Staff Principal/AP's IDS ELOP SPED Team Counselors</p>	<p>The master schedule included intervention and study skills classes offered to students in 7th and 8th grade replacing their second elective if needed.</p> <p>All staff monitored the below the line list weekly to ensure students were passing all subject matter with a C or above. Staff who teach elective classes, provided time for students needing extra academic help.</p> <p>SBAC, district benchmark, and i-Ready data was analyzed by teachers, IDS Coach, counselor, and</p>	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>extra academic help.</p> <ul style="list-style-type: none"> SBAC, district benchmark, and i-Ready data will be analyzed by teachers, IDS Coach, counselor, and administration to determine placement in intervention programs with initial placement made in August of the new school year and reviewed after each program benchmark assessment. 		administration to determine placement in intervention programs with initial placement made in August of this school year and were reviewed after each program benchmark assessment.	
	<p>We will strengthen our school-wide ELD supports.</p> <ul style="list-style-type: none"> In Grade 4-6, Classroom teachers will provide ELD support for students in their own classes ensuring that ELD supports are better aligned to the learning expectations in the rest of the class. This change also provides students in these grade levels with access to a second elective. In Grades 7-8, We will attempt to cluster students in math classes based on the ELPAC levels to best provide supports to these students. ELOP Intervention Teacher is providing push-in math support with 	<p>Data comes from peer observations of colleagues sharing use of integrated ELD strategies.</p> <p>Certificated Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Social Worker</p>	<p>Grade 4-6, Classroom teachers provided ELD support for students in their own classes ensuring that ELD supports were better aligned to the learning expectations in the rest of the class. This change also provided students in these grade levels with access to a second elective. Students and parents both shared how grateful they were to have a second elective.</p> <p>Grades 7-8, clustered students in math classes based on the ELPAC levels to best provide supports to these students.</p> <p>ELOP Intervention Teacher did not provide push-in math support with these student clusters, but did pull students in small groups for ELA.</p> <p>Social Worker worked to support students and</p>	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	these student clusters. <ul style="list-style-type: none"> Social Worker is working to support students with district-provided interpreter. 		teachers with district-provided interpreter.	
	Structured Study Hall, Math Support Classes, and Co-Taught Math classes will be added to support students with academic struggles.	Data comes from monitoring the BTL list weekly. Certificated Staff Principal/AP's IDS ELOP SPED Team Counselors	Structured Study Hall, Math Support Classes, and Co-Taught Math classes to support struggling students has been very successful and we have cycled students in and out of these classes as they show mastery of standards.	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There were no major differences 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.

There were no changes made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

Goal #3

The percentage of students who are chronically absent from school will decrease by 1% each year. Specifically our students with disabilities will decrease at least 1%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Character Education</p> <ul style="list-style-type: none"> Use school wide broadcast three times a week to share character education aka "Wildcat Way" news to all students. ASB school spirit days throughout the year for all students to participate in during lunch with fun activities. Welcome assemblies at the beginning of the year and following every school break to remind students of appropriate school before to ensure success for all. Selected spotlight students to foster staff/student mentorship with a focus on our students with disabilities. Academic Behavior Intervention Team and school social worker to meet with students with chronic absenteeism to develop a plan of success. 	<p>Our PBIS Team which consists of the staff below, meet monthly to discuss ways to engage students in a positive way including recognizing those making good choices.</p> <p>PBIS Team created a survey for all students to complete and used the data to create school wide activities on positive culture building.</p> <p>Certificated Staff Principal/AP's Counselors Media Students and and Staff Social Worker</p>	<p>We used school wide broadcast three times a week to share character education aka "Wildcat Way" news to all students.</p> <p>We held several ASB school spirit days throughout the year for all students to participate in during lunch with fun activities.</p> <p>We held Wildcat Way Assemblies at the beginning of the year and following every school break to remind students of appropriate school before to ensure success for all.</p> <p>We did not start select spotlight students to foster staff/student mentorship with a focus on our students with disabilities.</p> <p>Our Academic Behavior Intervention Team and school social worker met with students with chronic absenteeism to develop a plan of success.</p>	Continue
	<ul style="list-style-type: none"> The Intervention Team will work with case managers to identify, monitor and support students with 	<p>Our Intervention Team which consists of the staff below, meet monthly to discuss students who are below the line and decide as a team next steps; SST, IEP, ELOP, Interventions, etc.</p>	<p>The Intervention Team worked with our case managers to identify, monitor and support students with disabilities who had attendance concerns.</p>	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>disabilities who have attendance concerns.</p> <ul style="list-style-type: none"> • Social Worker and School Psychologist will conduct home visits when necessary. • Attendance will be discussed at IEP meetings. 	<p>Data such as class assessments, observations, iReady, SIPPS, classroom interventions, etc are looked at to determine best next steps for students.</p> <p>Certificated Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Counselors</p> <p>Social Worker</p>	<p>Social Worker and School Psychologist conducted home visits as needed.</p> <p>Attendance was discussed with parents at IEP, SST, and 504 meetings.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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Analysis

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

There were no major differences 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.

There were no changes that were 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.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from 2.21% to 1.71%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Restorative Practices</p> <ul style="list-style-type: none"> • Establish positive relationships between staff and students and among students with strategies such as THINK (Is it; True, Helpful, Inspiring, Necessary, Kind) • Teach students through modeling how to restore relationships with those they hurt. • Work with staff to establish interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to restore and repair harm. • Offer the district diversion program in lieu of suspension whenever possible. 	<p>All staff, see below, model and hold each other accountable for restoring poor choices in order to build positive relationships and create a positive school culture where everyone learns from their mistakes.</p> <p>Certificated/Classified Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Counselors</p>	<p>We have establish positive relationships between staff and students and among students with strategies such as THINK (Is it; True, Helpful, Inspiring, Necessary, Kind)</p> <p>We taught students through modeling how to restore relationships with those they hurt.</p> <p>We worked with staff to establish interventions and supports where consequences for behaviors were logical and natural and where there was accountability and opportunity to restore and repair harm.</p> <p>We offered the district diversion program in lieu of suspension whenever possible.</p>	Continue
	<p>Behavior</p> <ul style="list-style-type: none"> • Investigate and implement alternatives to 	<p>All staff, see below, model and hold each other accountable for restoring poor choices in order to build positive</p>	<p>We investigated and implemented alternatives to students being sent out of class</p>	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>students being sent out of class for negative behavior as needed.</p> <ul style="list-style-type: none"> Utilize the district diversion program in lieu of suspension as much as possible. Utilize groups with counselor and school social worker as much as possible. Continue to discuss restorative practice strategies whole staff. PBIS Committee will meet monthly to develop systems and strategies to improve behavior through positive motivation. Team will focus on strategies to be used during non-structured time (i.e. Lunch, Intermission). 	<p>relationships and create a positive school culture where everyone learns from their mistakes.</p> <p>Certificated/Classified Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Counselors</p>	<p>for negative behavior as needed.</p> <p>We utilized the district diversion program in lieu of suspension as much as possible.</p> <p>We utilized groups with counselor and school social worker as much as possible.</p> <p>We continued to discuss restorative practice strategies whole staff.</p> <p>Our PBIS Committee met monthly to develop systems and strategies to improve behavior through positive motivation. Team will focus on strategies to be used during non-structured time (i.e. Lunch, Intermission). We started having games available at lunches (cards, corn hole, board games, etc).</p> <p>Our PBIS Team implemented a "Golden Ticket" reward system where students who were caught doing the right thing were given a golden ticket to be placed in a weekly drawing and also a monthly drawing for a bigger prize.</p>	
	<p>Parent/Community Engagement</p> <ul style="list-style-type: none"> Hold in person coffee and cocoa for each grade level twice a year. This year we tried hosting 7th and 8th grade and we will continue next year. We will also add offering Tea as we 	<p>Data that is used are attendance of the various parent/community engagement opportunities provided throughout the year.</p> <p>Data looked at and discussed with the people listed below, is also shared with parents at SSC and ELAC Meetings.</p> <p>Certificated Staff</p>	<p>We held in person coffee and cocoa for each grade level twice a year.</p> <p>We held an in person Back to School Night, Parent/Teacher Conferences, and an Evening at LMAAC.</p>	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>heard that is a drink of choice.</p> <ul style="list-style-type: none"> Hold in person Back to School Night, Parent/Teacher Conferences, and Open House Offer in person evening concerts, arts and theater nights. Hold ELAC and SSC meetings in person and gather parent input. Hold school events through the PTSA and Foundation. Offer weekly parent sessions on a variety of topics with the school counselor. 	<p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Counselors</p>	<p>We offered in person evening concerts, arts and theater nights.</p> <p>We held ELAC and SSC meetings in person and gathered parent input.</p> <p>We held school events through the PTSA and Foundation.</p> <p>We offered weekly parent sessions on a variety of topics with our school counselors.</p>	
	<p>We will communicate with parents regularly about student progress and school activities.</p> <ul style="list-style-type: none"> Utilize parent information systems such as Jupiter communications, school website, and social media (FaceBook/Instagram) to enhance home/school communication. Provide translation and interpreters at parent workshops, conferences, school events, as much as possible. Provide translation of written materials when indicated. 	<p>The staff listed below are responsible in communicating with parents through out the year.</p> <p>Certificated Staff</p> <p>Principal/AP's</p> <p>IDS</p> <p>ELOP</p> <p>SPED Team</p> <p>Counselors</p>	<p>We utilized parent information systems such as Jupiter communications, school website, and social media (FaceBook/Instagram) to enhance home/school communication.</p> <p>We provided translation and interpreters at parent workshops, conferences, school events, as much as possible. We provided translation of written materials when indicated and available.</p>	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There were no major differences 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.

There were no changes 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 1

Title and Description of School Goal

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

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 69% to 72%

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 3% to 8%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 69% to 72%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 21% to 26%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 64% to 67%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 17% to 22%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 53% to 61%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 22% to 27%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

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

English Learners, Students with Disabilities, and African American Students were all Orange or Red on the dashboard. In order to improve in this area data will be looked at systematically during next year's PLC collaboration periods.

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
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 4-8 - 69%</p> <p>English Learners, Grades 4-8 - 3%</p> <p>Socioeconomically Disadvantaged Students, Grades 4-8 - 69%</p> <p>Students with Disabilities, Grades 4-8 - 21%</p>	<p>ALL students, of testing age 4-8 - 72%</p> <p>English Learners, of testing age - 8%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 72%</p> <p>Students with Disabilities, of testing age - 26%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 64%</p> <p>English Learners - 17%</p> <p>Socioeconomically Disadvantaged Students - 53%</p> <p>Students with Disabilities - 22%</p>	<p>ALL students - 67%</p> <p>English Learners - 22%</p> <p>Socioeconomically Disadvantaged Students - 61%</p> <p>Students with Disabilities - 27%</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
1.1	<p>Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and department meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices across all curriculum areas, and discuss ways to provide intervention for all students not just students below grade level. PLCs will be encouraged to use a student work, and an assignment rigor protocol to analyze classroom assignments and student responses. PLCs will focus on strengthening their own familiarity with grade level Essential Standards to better align curriculum and instruction for all students. Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. 	All students in grades 4-8	

	<ul style="list-style-type: none"> • Staff will work with site IDS Coach in coaching cycles to analyze and deepen understanding of data to guide instruction. • Staff will be encouraged to invite all stakeholders (IDS Coach, Psychologist, SAI, Principal, Vice Principal, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs. 		
1.2	<p>Teachers will focus on improving students' ability to comprehend informational text across all content areas.</p> <ul style="list-style-type: none"> • Site learning days will focus on the instructional practices of collaborative conversations and short constructed responses through cycles of professional learning. • Staff meetings, site learning days, and department meetings will be used to support teachers in deepening their understanding of close reading strategies, and how these can be used effectively within their specific content area. • Staff will participate in peer observations to help deepen their experience with close reading, collaborative Conversations, and Short constructed response strategies, and develop a school-wide culture of sharing best practices. 	All students in grades 4-8.	
1.3	<p>We will implement a school-wide system of interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> • The master schedule will have intervention and study skills classes offered to students in 7th and 8th grade students replacing their second elective if needed. • District ELOP funds provided for an intervention teacher who is supporting students well below grade level in phonics instruction, using the structured intervention program SIPPS. • All staff will monitor the below the line list weekly to ensure students are passing all subject matter. Staff who teach elective classes, will provide time for students needing extra academic help. • SBAC, district benchmark, and i-Ready data will be analyzed by teachers, IDS Coach, counselor, and administration to determine placement in intervention programs with initial placement made in August of the new school year and reviewed after each program benchmark assessment. 	All students in grades 4-8.	

<p>1.4</p>	<p>We will strengthen our school-wide ELD supports.</p> <ul style="list-style-type: none"> • In Grade 4-6, Classroom teachers will provide ELD support for students in their own classes ensuring that ELD supports are better aligned to the learning expectations in the rest of the class. This change also provides students in these grade levels with access to a second elective. • In Grades 7/8, The ELD class has been split into two separate classes for Newcomers, and Non-Newcomers. This allows the teacher to provide more specialized supports based on the needs of the students in these smaller groups. 	<p>English Learners</p>	
<p>1.5</p>	<p>Structured Study Hall, ELA Support Classes, and Co-Taught ELA classes will be added to support students with academic struggles.</p>	<p>Students with Disabilities</p>	

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.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 54% to 57%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 5% to 10%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 54% to 57%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 11% to 16%.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 51% to 54%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 13%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 34% to 39%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 12%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Identified Need

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

English Learners, Students with Disabilities, and African American Students were all Orange on the dashboard. In order to improve in this area data will be looked at systematically during next year's PLC collaboration periods.

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
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 4-8 - 54%</p> <p>English Learners, Grades 4-8 - 5%</p> <p>Socioeconomically Disadvantaged Students, Grades 4-8 - 54%</p> <p>Students with Disabilities, Grades 4-8 - 11%</p>	<p>ALL students of testing age, 57%</p> <p>English Learners, of testing age - 10%</p> <p>Socioeconomically Disadvantaged Students of testing age- 57%</p> <p>Students with Disabilities of testing age - 16%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 51%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 34%</p> <p>Students with Disabilities - 7%</p>	<p>ALL students of testing age - 54%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 39%</p> <p>Students with Disabilities - 12%</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
2.1	<p>Continue to foster strong and effective Professional Learning Communities (PLC's). Our PLC's are a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.</p> <ul style="list-style-type: none"> Staff meetings, site learning days, and department meetings will be used to further the work done within the PLCs. For example, looking at student data to drive next steps and instruction, share best teaching practices across all curriculum areas, discuss ways to provide intervention for all students not just students below grade level. PLCs will focus on strengthening their own familiarity with grade level Essential Standards to better align curriculum and instruction for all students. Staff will deepen their understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Staff will work with site IDS Coach in coaching cycles to analyze and deepen understanding of data to guide instruction. 	All students grades 4-8.	

	<ul style="list-style-type: none"> Staff will be encouraged to invite all stakeholders (IDS Coach, Psychologist, SAI, Principal, Vice Principal, Counselor, Social Worker, etc.) to PLCs to join conversations in how best to serve all of our students and meet their needs. 		
2.2	<p>Teachers will focus on improving students' ability to comprehend informational text across all content areas.</p> <ul style="list-style-type: none"> Site learning days will focus on the instructional practice of close reading and text-dependent questions through cycles of professional learning with site IDS teacher. Staff meetings, site learning days, and department meetings will be used to support teachers in deepening their understanding of close reading strategies, and how these can be used effectively within their specific content area. Staff will participate in peer observations to help deepen their experience with close reading strategies, and develop a school-wide culture of sharing best practices. 	All students in grades 4-8.	
2.3	<p>We will implement a school-wide system of interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> The master schedule will have intervention and study skills classes offered to students in 7th and 8th grade students replacing their second elective if needed. All staff will monitor the below the line list weekly to ensure students are passing all subject matter. Staff who teach elective classes, will provide time for students needing extra academic help. SBAC, district benchmark, and i-Ready data will be analyzed by teachers, IDS Coach, counselor, and administration to determine placement in intervention programs with initial placement made in August of the new school year and reviewed after each program benchmark assessment. 	All students in grades 4-8.	
2.4	<p>We will strengthen our school-wide ELD supports.</p> <ul style="list-style-type: none"> In Grade 4-6, Classroom teachers will provide ELD support for students in their own classes ensuring that ELD supports are better aligned to the learning expectations in the rest of the class. This change also provides students in these grade levels with access to a second elective. In Grades 7-8, We will attempt to cluster students in math classes based on the 	English Learners	Language

	<p>ELPAC levels to best provide supports to these students. ELOP Intervention Teacher is providing push-in math support with these student clusters.</p> <ul style="list-style-type: none"> • Social Worker is working to support students with district-provided interpreter. 		
2.5	Structured Study Hall, Math Support Classes, and Co-Taught Math classes will be added to support students with academic struggles.	Students with Disabilities	

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.

Student Engagement

The percentage of students who are chronically absent from school will decrease by 1% each year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

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

Establishing a climate of respect, belonging, connectedness, and safety for our students is critical to their academic success and their overall wellness. Consistent supported attendance is the first step to ensuring student engagement.

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
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 19.5%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 1% to 18.5%.

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	Character Education <ul style="list-style-type: none"> Use school wide broadcast three times a week to share character education aka "Wildcat Way" news to all students. ASB school spirit days throughout the year for all students to participate in during lunch with fun activities. Welcome assemblies at the beginning of the year and following every school break to remind students of appropriate school before to ensure success for all. 	All students in grades 5-8.	

	<ul style="list-style-type: none"> • Academic Behavior Intervention Team and school social worker to meet with students with chronic absenteeism to develop a plan of success. • No Place for Hate hosts 3 school-wide activities focused on combating hate at school. • PBIS has implemented a positive school-wide behavior system that is equitable for all students. • School counselors and social worker will host a mental health fair during the month of May - Mental Health Awareness Month. 		
3.2	<ul style="list-style-type: none"> • The Intervention Team will work with case managers to identify, monitor and support students with disabilities who have attendance concerns. • Social Worker, Counselors, and School Psychologist will conduct home visits when necessary. • Attendance will be discussed at IEP meetings. 	Students with Dsiabilities	

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.

School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate 82.93%
Growth Mindset 77.06%
Self-Management 82.94%
Self-Efficacy 67.25%
Social Awareness 74.69%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning 94%
Sense of Community 86%
Sense of Safety 85%

The number of students suspended will decrease from 3.3% to 2.3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Identified Need

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

Students with Disabilities and African American Students were both Red on the School Dashboard. In order to improve in these areas staff will meet with students in these specific subgroups to get their input on how we can help to ensure they feel more engaged at school. This year we added a program called FANCY specifically for our African American female population and we will continue this.

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
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 82.93% Growth Mindset - 77.06% Self-Management- 82.94% Self-Efficacy- 67.25% Social Awareness- 74.69%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 85.93% Growth Mindset - 80.06% Self-Management- 85.94% Self-Efficacy- 70.25% Social Awareness- 77.69%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 94% Sense of Community - 86% Sense of Safety - 85%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 97% Sense of Community -89% Sense of Safety - 88%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 3.3%.	The percentage of students suspended will decrease to 2.3%

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	Restorative Practices <ul style="list-style-type: none"> Establish positive relationships between staff and students and among students with strategies such as THINK (Is it; True, Helpful, Inspiring, Necessary, Kind) Teach students through modeling how to restore relationships with those they hurt. Work with staff to establish interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to restore and repair harm. Offer the district diversion program in lieu of suspension whenever possible. 	All students grades 4-8.	
4.2	Behavior <ul style="list-style-type: none"> Investigate and implement alternatives to students being sent out of class for negative behavior as needed. Utilize the district diversion program in lieu of suspension as much as possible. Utilize groups with counselor and school social worker as much as possible. Continue to discuss restorative practice strategies whole staff. 	All students grades 4-8.	

	<ul style="list-style-type: none"> • PBIS Committee will meet monthly to develop systems and strategies to improve behavior through positive motivation. Team will focus on strategies to be used during non-structured time (i.e. Lunch, Intermission). 		
4.3	<p>Parent/Community Engagement</p> <ul style="list-style-type: none"> • Hold in person coffee and cocoa for each grade level twice a year. This year we tried hosting 7th and 8th grade and we will continue next year. We will also add offering Tea as we heard that is a drink of choice. • Hold in person Back to School Night, Parent/Teacher Conferences, and Open House • Offer in person evening concerts, arts and theater nights. • Hold ELAC and SSC meetings in person and gather parent input. • Hold school events through the PTSA and Foundation. • Offer weekly parent sessions on a variety of topics with the school counselor. 	All students grades 4-8.	
4.4	<p>We will communicate with parents regularly about student progress and school activities.</p> <ul style="list-style-type: none"> • Utilize parent information systems such as Jupiter communications, school website, and social media (FaceBook/Instagram) to enhance home/school communication. • Provide translation and interpreters at parent workshops, conferences, school events, as much as possible. Provide translation of written materials when indicated. 	All students grades 4-8.	

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

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
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members	Role
Carrie Faulk	Principal
Rebecca Orvell	Classroom Teacher
Monica Everard	Classroom Teacher
Courtney Vargas	Classroom Teacher
Jimmy Steele	Parent or Community Member
Jeremiah Ellard	Other School Staff
Richard Santer	Other School Staff
Armando Aguilar	Parent or Community Member
Maribel Compagnone	Parent or Community Member
Lauren Hennessy	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20,2024.

Attested:



Principal, Carrie Faulk on May 20, 2024,2023



SSC Chairperson, Lauren Hennessy on May 20, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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