



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Tejon School	15751686009468	01/9/2024	1/17/2024

## Purpose and Description

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

Schoolwide Program

Targeted Support and Improvement

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

All school initiatives, programs, and spending align with the ESSA requirements in the LCAP and federal, state and local programs. Stakeholders meet regularly to monitor the progress towards alignment.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student interest surveys and interviews, parent surveys and discussions, community meetings, and teacher surveys are conducted at different points throughout the year. The student interest surveys and interviews are used to drive rewards programs, positive reinforcement, PBIS, and encourage relationship building between students and staff. Data surrounding academics focus on student interest, ability level, teaching techniques, and social-emotional learning. Results indicate students feel safe at school, would like to remain on campus, and need more robust programs for health and college readiness education. Parent survey results focus on the ways in which the school meets the needs of the individual students, parent involvement, goal development, and implementation of programs that benefit student growth. 75% of El Tejon School parents returned surveys. It indicates that parent involvement in school programs is high and that parental outreach is working. The results gathered show that parents feel the school is utilizing programs that provide students the resources needed to reach their goals academically and emotionally. Parent interviews are held for more in depth analysis of student need, parent desires, and trust building around the team. It is clear the needs for addressing the whole child is important for both staff, parents, and the community. Community meetings are conducted on a monthly basis and are open to the public. Currently, they consist of members from the Frazier Mountain Family Resources Center, local business and home owners, parents, students and members of the public health sector. We are discussing the true needs for students and families in the community and ways we can work together to meet those needs. Teacher surveys indicate that teachers feel supported in their efforts by the administration and school staff. However, they would like more input in the policies and implementation of policies involved in transportation and maintenance.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations occur daily based on a grade-level rotation. A rotation through each grade level and subject is followed as closely as possible to maintain consistent data in each subject, grade-level, and teaching setting. Formal observations are scheduled with teachers on a one on one level and are reviewed within one day of observing. Findings, as well as best practices, are shared and teachers are able to utilize improvement plans as needed. Findings include the use of engagement strategies to incorporate student participation, establishing and maintaining a safe environment for student learning, a focus on academic content standards through a research-based curriculum and effective practices, implementation of Socratic seminars and restorative practices, and social-emotional learning-focused on-site goals. Areas of concern include an increase in rigor across the disciplines as well as routine implementation of common formative assessments. Planning time for the development of common formative assessments as well as the evaluation of the scores for remediation and extension are given weekly.



## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local and state assessments are planned, implemented and reviewed to improve instruction during regular early release professional development meetings. Interim assessments are administered once a quarter and are evaluated by teachers in staff development meetings. Cycles of inquiry follow trends, findings, and implementation of intervention and or strategies to address deficits are planned, taught, observed, reflected on, and applied universally when successful.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We follow Professional Learning Teams model in which we meet weekly to conduct a cycle of inquiry in which we focus on the students needs from benchmark tests and implement a plan, teach, reflect, and evaluate model. Curriculum-embedded assessments are used to modify instruction to meet the established performance expectation. Current work focuses on alignment of the assessment with the standard, expectation, and best practices are being used to address deficits and make gains. Currently, our specially education students test results show a need for increased access and understanding of the state standards taught in general education. Data suggests a need for a robust push in program which is the model being implemented. Students' needs are addressed on a one one one basis.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are working to meet the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided with instructional materials training on the state adopted curriculum as well as follow up instructional supports.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional needs are established through the analysis of observations results, teacher survey responses and the student performance data through CAASPP and local assessments. Professional development is aligned to addressed needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional support is provided through content experts in all subject areas. Math coaches have been hired to develop and improve teacher and student competencies in mathematics. Across the district, math has become a focus and we are utilizing Kern County Superintendent of School Math Leadership Team as mentors to work with teachers in developing these skills and fortify best practices. Furthermore pacing, assessments, and responses to intervention are being developed and implemented. Positive Behavior Supports and intervention trainings are offered through perseverance learning on a quarterly basis and as needed for individual teacher needs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration across grade levels occurs on the first Wednesday of each month. Three Wednesdays a month are reserved for professional leadership teams to practice cycles of inquiry, attend district level trainings and participate in or lead department professional developments.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is state adopted and aligned to the performance standards established under common core. The teachers and leadership teams have developed pacing calendars that incorporate target standards as well as the formative assessment methods, strategies, and best practices. All materials are aligned to the instruction and understanding needed to develop proficiency on each of the targeted performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

El Tejon Schools total annual Instructional minutes are 55,404. The required number of minutes are 54,000. El Tejon School is over by 1,404 minutes. We exceed all instructional minutes in math and language arts in grade 5-8.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Due to the rural location of our school and the fact that there is only one teacher per subject there is limited flexibility in the master schedule. However, there is intervention built into the master schedule and flexibility in the movement of students into and out of intervention based on needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standards-based instructional materials appropriate to their age and grade level standards. Furthermore best practices have been established and are incorporated into their pacing calendars and instructional lesson plans.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have standards-based instructional materials appropriate to their age and grade level standards. Furthermore best practices have been established and are incorporated into their pacing calendars and instructional lesson plans.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Designated and integrated ELD, Special Education Push in Services, Study Skills, AVID, FFA, ELOP, Safe School Ambassadors, ASES after school tutoring, mentoring through Check in and Check out, individual organization plan books, agendas, and structured class seating and schedules have been implemented across the Junior High to ensure that all students have the services they need to meet the standard.

Evidence-based educational practices to raise student achievement

Evidence based educational practices to raise student achievement are uniformly implemented across the grade levels. Teachers have implemented Cornell notes, 12 strategies for revisiting the notes, agendas, collaborative learning structures, and mandatory AVID binders across all grade levels. Collaboration models have been formed and implemented focusing on the data surrounding the core content performance levels. Daily warm-ups, SEL and curriculum based circle time, and intro tickets are used to engage students in current curriculum topics. Writing rubrics and the implementation of writing across the subject matter. Math will be focusing on Math Talks as a universal strategy in all grade levels. Vocabulary instruction models, students created models as well as visual representations are used in each subject. Teachers also use Plan book with a universal format so that each element is present which allows for more time during collaborative discussions.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family Resource Center of Frazier Park, Tutoring, ASES, Expanded Learning Opportunities, Boys and Girls Club, Check In Check Out, Intervention, PBIS, Future Farmers of America, Peer Mentoring, AVID, Community School Models, School Sports League, the Family Community Liaison and the Student Success Facilitator are all resources available to assist under-achieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders and community partners are involved in the planning, implementation, and evaluation of our schoolwide programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I, Title II, Title III, Title IV, and Title V funds are used to enable underperforming students to meet the standards by providing services and programs that would not be possible without categorical funds. These programs and services include but are not limited to: Positive Behavior Intervention Support (PBIS), professional development and collaboration in Professional Learning Teams, Student Success Facilitators, Math Coaches, Check in and Check out, Restorative Practices, supplemental instructional materials, class-size reduction teacher, intervention, ELD Professional development, Next Gen Math program, Music & choir, Instructional field trips to supplement learning colleges and technical institute tours, museum visits, Oral language festivals, choir performances, and other expanded learning opportunities.

Fiscal support (EPC)

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## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

At the meetings listed below, attendees learned of the school's progress using data from the California School Dashboard, Parent, Student, and Teacher Needs Assessments, Benchmark Data, and other local measures. Feedback is documented in minutes and parent communication letters.

School Site Council: December 5, 12, January 11, 18, February 6, 27, March 6, April 17, October 19, November 14

English Language Advisory Committee: December 5, 12, January 11, 18, February 6, 27, March 6, April 17, October 19, November 14

Safe School Ambassador Meetings: September 18, 19, October 2, 3, November 3, 17 December 1, 15, January 12, 26, February 9, 23, March 8, 22, April 5, 19 May 3, 17, 31

Staff Meetings: August 16, September 6, October 4, November 1, December 6, January 10, February 7, March 6, April 3, May 1, June 5

Professional Learning Team Meetings: August 23, 30, September 13, 20, 27, October 11, 18, 25, November 8, 15, 29, December 13, 20, January 17, 24, 31, February 14, 21, 28, March 13, 20, 27, April 10, 17, 24, May 8, 15, 22, 29,

District Level PLC - August 11, 14 September 25, October 27, November 9, 16, 28, December 1, February 1, February 2

Professional Development (open to parents, support staff, and teachers) - AVID Notetaking Strategies August 23, State Test Score Breakdown August 24, December 5 (With Interim and State), Ellevation Strategies Webinar August 10, 31, Power of Equity September 26, 27, KIDS training August 17, September 14, October 12, November 9, December 7, January 4, February 1, 29, March 28, April 25, May 23, CAASPP and ELPAC training- November 28

Trauma Informed Practices - Dr. David Sandles - August

Back to School Night - August 24, 2023

Title 1 and Title III Parent input Meetings: August 24, 2023

Open House: April 29

Community School Partnership Meetings September 15, 22, November 14, December 1, 16, 21, January 5, 10, 17, 19, 24, 31, February 7, 14

## Resource Inequities

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

According to the needs assessment, our economically disadvantaged and students with disabilities are lacking resources to perform at standard in mathematics. The resources identified include additional instruction and practice time, tutoring, math coaching, common formative assessments, and the strategic use of best practices to bridge the gap. Implementation of Math Talks throughout the district as well as strategic planning of the professional learning teams is being implemented to address the needs of our students including those economically disadvantaged and students with disabilities. In addition, two new curriculums have been implemented for students with specific learning disabilities in reading comprehension, reading processing, and dyslexia. Both special education teachers have attended trainings in both programs and initial reports are showing gains for all students with disabilities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.54%	0%	1	1	0
African American	%	0.54%	1.06%		1	2
Asian	%	1.08%	1.59%		2	3
Filipino	1.1%	0.54%	1.06%	2	1	2
Hispanic/Latino	51.1%	52.15%	50.26%	93	97	95
Pacific Islander	%	%	0.53%		0	1
White	42.9%	40.32%	42.86%	78	75	81
Multiple/No Response	3.9%	4.84%	2.65%	7	9	5
Total Enrollment				182	186	189

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 5	51	49	49
Grade 6	34	55	48
Grade 7	42	37	52
Grade 8	55	45	40
Total Enrollment	182	186	189

### Conclusions based on this data:

1. El Tejon Middle School has slowly increased enrollment over the last 3 years consecutively.
2. The largest population at El Tejon school is Hispanic Latino at 50.26% of the total student population.
3. The 8th grade class is significantly smaller than the past two years while the other class sizes remain relatively the same.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	23	27	27	12.6%	14.5%	14.3%
Fluent English Proficient (FEP)	26	29	28	14.3%	15.6%	14.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The population of Fluent English Proficient has remained the same.
2. The number of reclassified students is not indicated.
3. Reclassification data indicates a need to address LTEL students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	52	46	50	48	45	49	48	45	49	92.3	97.8	98.0
Grade 6	33	55	50	32	53	48	32	53	48	97.0	96.4	96.0
Grade 7	44	36	54	37	36	53	37	36	53	84.1	100.0	98.1
Grade 8	58	45	41	49	42	40	49	42	40	84.5	93.3	97.6
All Grades	187	182	195	166	176	190	166	176	190	88.8	96.7	97.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	2487.	2490.	2470.	14.58	17.78	12.24	31.25	28.89	20.41	25.00	24.44	24.49	29.17	28.89	42.86
Grade 6	2460.	2498.	2503.	0.00	9.43	10.42	18.75	24.53	33.33	37.50	33.96	18.75	43.75	32.08	37.50
Grade 7	2510.	2506.	2521.	2.70	0.00	15.09	24.32	33.33	20.75	43.24	33.33	26.42	29.73	33.33	37.74
Grade 8	2568.	2532.	2495.	16.33	2.38	0.00	40.82	33.33	17.50	24.49	35.71	40.00	18.37	28.57	42.50
All Grades	N/A	N/A	N/A	9.64	7.95	10.00	30.12	29.55	23.16	31.33	31.82	26.84	28.92	30.68	40.00

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 5	10.42	17.78	12.24	66.67	68.89	67.35	22.92	13.33	20.41
Grade 6	3.13	16.98	12.50	53.13	58.49	54.17	43.75	24.53	33.33
Grade 7	5.41	13.89	15.09	70.27	63.89	58.49	24.32	22.22	26.42
Grade 8	14.29	11.90	2.50	63.27	66.67	50.00	22.45	21.43	47.50
All Grades	9.04	15.34	11.05	63.86	64.20	57.89	27.11	20.45	31.05



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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 5	8.33	8.89	0.00	66.67	64.44	75.51	25.00	26.67	24.49
Grade 6	0.00	11.54	12.50	56.25	44.23	52.08	43.75	44.23	35.42
Grade 7	2.70	5.88	20.75	56.76	58.82	47.17	40.54	35.29	32.08
Grade 8	10.20	14.63	7.50	69.39	48.78	47.50	20.41	36.59	45.00
All Grades	6.02	10.47	10.53	63.25	53.49	55.79	30.72	36.05	33.68

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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 5	14.58	4.44	20.41	77.08	80.00	63.27	8.33	15.56	16.33
Grade 6	12.50	15.09	4.17	68.75	66.04	72.92	18.75	18.87	22.92
Grade 7	2.70	8.33	11.32	78.38	66.67	77.36	18.92	25.00	11.32
Grade 8	10.20	11.90	7.50	75.51	71.43	77.50	14.29	16.67	15.00
All Grades	10.24	10.23	11.05	75.30	71.02	72.63	14.46	18.75	16.32

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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 5	16.67	11.11	16.33	64.58	68.89	61.22	18.75	20.00	22.45
Grade 6	6.25	11.32	8.33	65.63	69.81	72.92	28.13	18.87	18.75
Grade 7	10.81	2.78	9.43	67.57	63.89	64.15	21.62	33.33	26.42
Grade 8	20.41	4.76	2.50	69.39	76.19	72.50	10.20	19.05	25.00
All Grades	14.46	7.95	9.47	66.87	69.89	67.37	18.67	22.16	23.16

**Conclusions based on this data:**

- Overall student achievement indicates that students not meeting the standards are increasing in reading. This indicates a deeper understanding of the content is needed in our lowest-performing student groups. Students nearly meeting the standard has decreased in reading and research. This indicates a focus needs to be made on researching and reading informational text. There has been growth in the areas of listening and speaking and writing.
- Unfortunately, students not meeting the standard has increased by approximately 12% over the past two years, indicating a need for serious intervention.
- Students continue to struggle most with reading and writing. Data indicates a need to address these two areas the most. Considerations for student in the lowest performing subgroups need to be made for intervention.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	52	46	50	48	45	49	48	45	49	92.3	97.8	98.0
Grade 6	33	55	50	32	52	48	32	52	48	97.0	94.5	96.0
Grade 7	44	36	54	37	36	52	37	35	52	84.1	100.0	96.3
Grade 8	58	45	41	49	42	40	49	42	40	84.5	93.3	97.6
All Grades	187	182	195	166	175	189	166	174	189	88.8	96.2	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5	2446.	2453.	2450.	4.17	4.44	14.29	14.58	11.11	6.12	20.83	28.89	22.45	60.42	55.56	57.14
Grade 6	2405.	2443.	2452.	0.00	0.00	2.08	3.13	5.77	8.33	25.00	26.92	27.08	71.88	67.31	62.50
Grade 7	2422.	2448.	2476.	0.00	0.00	1.92	5.41	5.71	7.69	13.51	25.71	44.23	81.08	68.57	46.15
Grade 8	2480.	2464.	2440.	2.04	0.00	0.00	12.24	4.76	5.00	30.61	30.95	17.50	55.10	64.29	77.50
All Grades	N/A	N/A	N/A	1.81	1.15	4.76	9.64	6.90	6.88	22.89	28.16	28.57	65.66	63.79	59.79

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 5	2.08	6.67	12.24	37.50	33.33	38.78	60.42	60.00	48.98
Grade 6	0.00	0.00	2.08	15.63	32.69	31.25	84.38	67.31	66.67
Grade 7	0.00	0.00	3.85	27.03	34.29	53.85	72.97	65.71	42.31
Grade 8	2.04	0.00	2.50	46.94	42.86	27.50	51.02	57.14	70.00
All Grades	1.20	1.72	5.29	33.73	35.63	38.62	65.06	62.64	56.08

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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 5	12.50	4.44	14.29	43.75	60.00	40.82	43.75	35.56	44.90
Grade 6	3.13	0.00	6.25	40.63	44.23	37.50	56.25	55.77	56.25
Grade 7	0.00	5.71	5.77	37.84	51.43	53.85	62.16	42.86	40.38
Grade 8	2.04	2.38	2.50	59.18	54.76	55.00	38.78	42.86	42.50
All Grades	4.82	2.87	7.41	46.39	52.30	46.56	48.80	44.83	46.03

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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 5	4.17	4.44	6.12	64.58	55.56	48.98	31.25	40.00	44.90
Grade 6	3.13	7.69	2.08	53.13	55.77	58.33	43.75	36.54	39.58
Grade 7	0.00	2.86	5.77	70.27	62.86	59.62	29.73	34.29	34.62
Grade 8	4.08	0.00	0.00	73.47	73.81	65.00	22.45	26.19	35.00
All Grades	3.01	4.02	3.70	66.27	61.49	57.67	30.72	34.48	38.62

**Conclusions based on this data:**

1. More than half of the student population, 59.79%, do not meet the standard in mathematics. This is a decrease of 4% over the previous year. Most students (56.08%) are struggling to understand the concepts and procedures required to accurately solve a problem. Furthermore, 46.03% of the students are unable to solve problems or analyze or model data using appropriate tools and strategies to solve real-world and mathematical problems.
2. It appears that students are struggling the most in 5th and 6th grade. Strategic intervention tools and programs need to be implemented in these grades to ensure students are approaching and meeting the standard.
3. Students appear to be more successful in explaining their mathematical reasoning which may indicate they are able to transfer skills from ELA into mathematical explanations.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
5	*	*	*	*	*	*	*	*	*	6	8	6
6	*	*	*	*	*	*	*	*	*	5	9	7
7	*	*	*	*	*	*	*	*	*	4	6	6
8	*	*	*	*	*	*	*	*	*	4	*	7
All Grades										19	26	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	15.38	7.69	31.58	46.15	50.00	57.89	30.77	34.62	0.00	7.69	7.69	19	26	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	23.08	53.85	52.63	57.69	34.62	21.05	11.54	3.85	0.00	7.69	7.69	19	26	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	15.38	3.85	5.26	7.69	11.54	68.42	53.85	53.85	15.79	23.08	30.77	19	26	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.32	15.38	0.00	57.89	65.38	100.00	15.79	19.23	0.00	19	26	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.63	57.69	87.50	42.11	38.46	12.50	5.26	3.85	0.00	19	26	24

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	12.00	7.69	47.37	32.00	50.00	42.11	56.00	42.31	19	25	26

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
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	19.23	7.69	100.00	76.92	80.77	0.00	3.85	11.54	19	26	26

**Conclusions based on this data:**

1. There is not enough information to be statistically significant in individual categories. However, 57% of the students overall scores range in the third and fourth performance levels.
2. The reading domain remains the area of concern for most students. 42% of the students are reading at a beginning level. Implementation of specific reading instruction needs to occur in both designated ELD and English Language Arts classrooms.
3. 80% of El Tejon English learners need intervention to reach well developed skills in writing This correlates to the data being displayed in the CAASPP results.

# School and Student Performance Data

## 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
189	86.8	14.3	0.5
Total Number of Students enrolled in El Tejon School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	14.3
Foster Youth	1	0.5
Homeless	32	16.9
Socioeconomically Disadvantaged	164	86.8
Students with Disabilities	36	19

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.1
Asian	3	1.6
Filipino	2	1.1
Hispanic	95	50.3
Two or More Races	5	2.6
Pacific Islander	1	0.5
White	81	42.9

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students are a statistically significant subgroup representing 79% of the student population. Likewise, students with disabilities make up 18.3% of our population.

2. Economic and housing issues have lead to a dramatic increase in our homeless population. 16.7% of our students are dealing with homelessness.
3. 14.5% of our total population are English Learners, reflected in our EL aide position as a strong need.



# 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.”



<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Red</div>		

Conclusions based on this data:

1.

Restorative practices along with solid PBIS programs are in place and continue to be needed to curb suspension rates and chronic absenteeism. However, there are significant problems with illness and weather that affect absenteeism.
2.

A focus on strategic intervention, use of best practices, data analysis, reteaching, modeling, and social emotional learning is needed to improve mathematics and language arts student performance.

3. Mathematics will be a focus schoolwide. However, English Language Arts will be the focus for our students with disabilities as well.

# School and Student Performance Data

## Academic Performance English Language Arts

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.

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 35.5 points below standard Decreased -8.8 points 180 Students	 Red 82.1 points below standard Decreased Significantly -34.8 points 36 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 51.7 points below standard Decreased Significantly -23 points 30 Students	 Orange 41.8 points below standard Decreased -9 points 156 Students	 Red 95.3 points below standard Maintained -0.6 points 38 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55 points below standard Decreased Significantly - 15.6 points 92 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student	 Orange 21.3 points below standard Decreased -6.7 points 76 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
114.7 points below standard Decreased Significantly -20.1 points  27 Students	Less than 11 Students  9 Students	28.4 points below standard Decreased -4 points  125 Students

#### Conclusions based on this data:

1. There is a significant gap between the performance levels of English learners and English only students which indicates a need for focus on designated and integrated strategies for English learners.
2. Students with disabilities performance level remains 95 points below level, indicating a need for increased focus on strategies and programs used to address the needs of the students with disabilities.
3. Our Hispanic population, the majority of the student body, is under performing remaining 55 points below the standard. This indicates a significant decrease.

# School and Student Performance Data

## Academic Performance Mathematics

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.

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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.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 101.7 points below standard Maintained +2 points 180 Students	 Red 141.5 points below standard Decreased -7.6 points 36 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 128.8 points below standard Maintained +1.5 points 30 Students	 Red 107.7 points below standard Maintained +1 points 156 Students	 Orange 157.3 points below standard Increased +9.4 points 38 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 131.5 points below standard Decreased -13 points 92 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student	 Yellow 78 points below standard Increased +11.3 points 76 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
175 points below standard Maintained -1.3 points 27 Students	Less than 11 Students  9 Students	96.1 points below standard Increased +5.3 points 125 Students

#### Conclusions based on this data:

1. All subgroups have maintained but remained far below standard in mathematics. Comprehensive program evaluations are underway including teacher placement, best practices, standards review, lesson implementation, student social emotional learning, data analysis, academic coaching, and student motivation and goal setting. Focused used of mathematics professional development, targeted standards, tutoring, and intervention are under way.
2. Students with disabilities are 157.3 points below standard indicating new curriculum, professional development, and approaches may be needed. intervention needs to be addressed and students performance on particular standards needs to be monitored and deficits addressed in real time.
3. English Learners are performing significantly lower than English Only students. Comprehensive data analysis and intervention as well as lesson adaptations are in process.

# School and Student Performance Data

## Academic Performance English Learner Progress

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.

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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

English Learner Progress
58.3 points above standard making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level

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
5	5	0	14

#### Conclusions based on this data:

1. 5 students have decreased in their progress towards English Language proficiency. Continued focus on designated English language development is needed. Based on previously examined gaps in Languages Arts and Mathematics performance, integrated services need to increase. Furthermore, investigation of these 5 students show a need to increase English Language supports in special education services as well.
2. Working on a one on one basis to evaluate levels and progress needs to be implemented. Professional development needs to be implemented to focus on addressing the needs of long term English learners.
3. 14 students out of 24 made at least one level of progress in language acquisition.

# School and Student Performance Data

## Academic Performance College/Career Report

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.

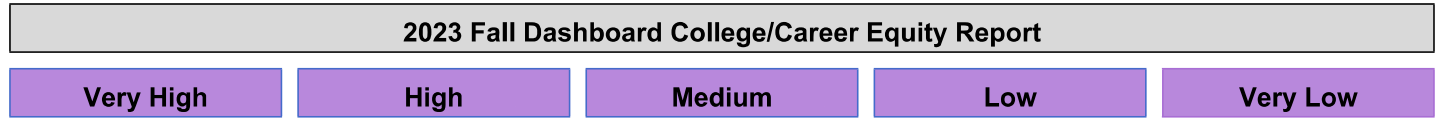
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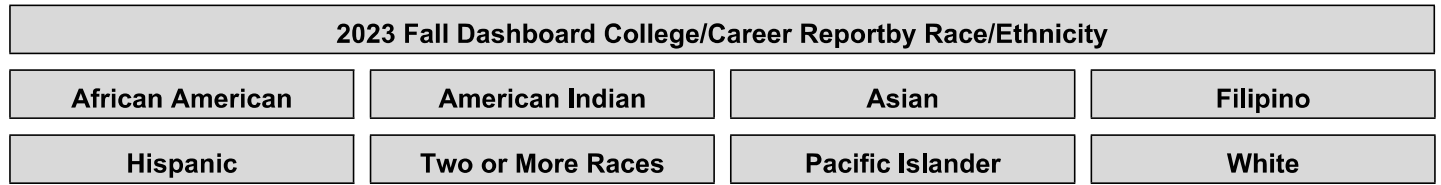
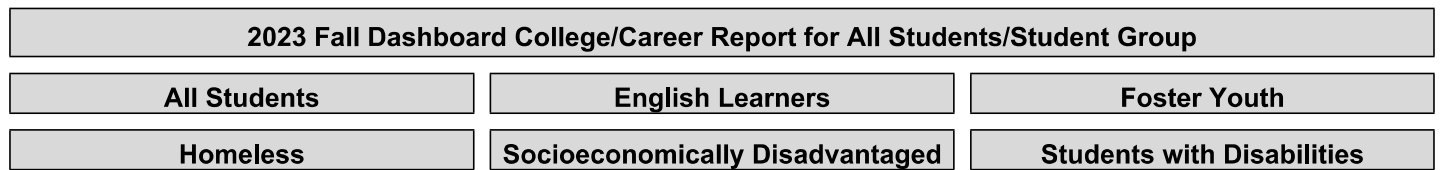
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



### Conclusions based on this data:

1. I believe this indicator should be brought down to the middle school level as we have several students involved in career exploration and CTE classes.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

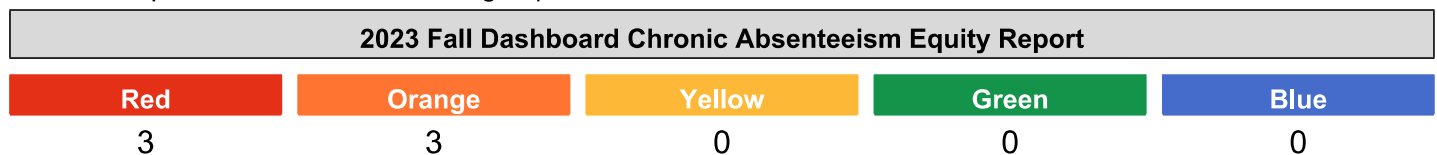
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<b>All Students</b>  Orange 19.6% Chronically Absent Increased 2.1 199 Students	<b>English Learners</b>  Orange 18.8% Chronically Absent Increased 3.1 32 Students	<b>Foster Youth</b> Less than 11 Students  5 Students
<b>Homeless</b>  Orange 23.5% Chronically Absent Declined -0.8 34 Students	<b>Socioeconomically Disadvantaged</b>  Red 20.3% Chronically Absent Increased 3 172 Students	<b>Students with Disabilities</b>  Red 31% Chronically Absent Increased 2 42 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> Less than 11 Students 3 Students	<b>Filipino</b> Less than 11 Students 2 Students
<b>Hispanic</b>  Orange 18.4% Chronically Absent Increased 1.9 98 Students	<b>Two or More Races</b> Less than 11 Students 6 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Red 22.1% Chronically Absent Increased 2.6 86 Students

#### Conclusions based on this data:

1. Students with disabilities need targeted activities to increase attendance. Focus district wide on solutions to chronic absenteeism include the promotion of relationship building, logistical solutions, establishment of multi-tiered structures of support district and schoolwide, and use of data from student and parent surveys to evaluate root causes. The strategies we will be and currently are utilizing will be monitored for successfulness.
2. We have brought on a student success facilitator to work with those students deemed chronically absent and formulating a plan for getting students to school regularly.
3. Students with disabilities needs indicate a need for multiple personnel approach to addressing their absenteeism.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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.

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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.”

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2023 Fall Dashboard English Language Arts Equity Report

## Red

## Orange

## Yellow

## Green

## Blue

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

## 2023 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students

## English Learners

## Foster Youth

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

### 2023 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

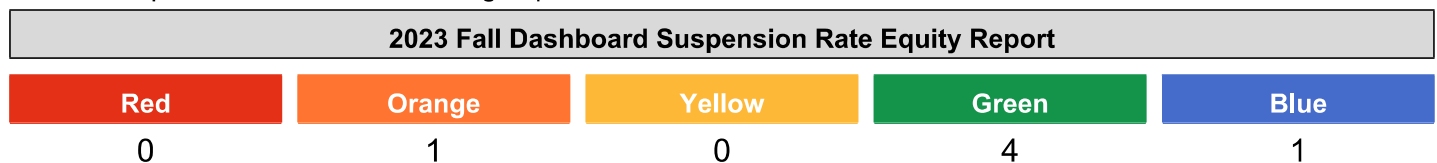
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 3.4% suspended at least one day Declined -1.7 204 Students	 Orange 6.1% suspended at least one day Increased 2.9 33 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 2.9% suspended at least one day Declined -5 35 Students	 Green 3.4% suspended at least one day Declined Significantly -3 176 Students	 Blue 0% suspended at least one day Declined -5.3 42 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4% suspended at least one day Declined -0.9 100 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Green 3.4% suspended at least one day Declined -1.8 89 Students

#### Conclusions based on this data:

1. English Learner students as well as students in general are being suspended at too high of rates. Restorative practices as well as PBIS programs should reduce the need for suspensions in coming years.
2. We are currently working on behavior plans, check in and check out models of support and circles to implement tier 2 and 3 structures of support for these students.
3. We are focusing on addressing the whole child through a community school approach which will help us to improve behaviors and responses both by students and staff members. Behavior modification plans are implemented as tier 3 interventions when needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Student Achievement

## LEA/LCAP Goal

Goal 1: Academic Student Achievement

## Goal 1

Improve CAASPP math scores and percentage of students meeting the standard in math.

## Identified Need

The Fall 2023 California School Dashboard reveals Math is a priority area of need at our school, as our overall performance status level detail is low (101.7 distance from met). Based on the Smarter Balanced only 5% of students exceeded the standard, 7% met the standard, 28% nearly met the standard, and 60% did not meet the standard.

Based on the Smarter Balanced Assessment 56.08% of students in grades 5-8 score below standard, on Claim 1 (concepts and procedures), on the 2022 CAASPP Math. 38.62% of the students in grades 5-8 scored at or near-standard, in Claim 1 (concepts and procedures), leaving only 5.29% proficient.

46.03% of students in grades 5-8 score below standard, on Claim 2 (problem-solving and modeling & data analysis), on the 2022 CAASPP Math. 46.56% of the students in grades 5-8 scored near-standard, in Claim 2 (problem-solving and modeling & data analysis), leaving only 7.41% proficient.

34.48% of students in grades 5-8 score below standard, on Claim 3 (communicating reasoning), on the 2021 CAASPP Math. 61.49% of the students in grades 5-8 scored near-standard, in Claim 3 (communicating reasoning), leaving only 4.02% proficient.

This indicates that the largest area of need is in concepts and procedures, followed closely by problem-solving, and modeling & data analysis, and communicating reasoning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Performance Status level detail is low (-101.7 distance from met)	20 point increase in distance from met.
Smarter Balanced Summative Assessment	5% of students exceeded the standard, 7% met the standard, 28% nearly met the standard,	10% increase across the performance bands, 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and 60% did not meet the standard	decrease in lowest performance band

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Teachers will use common planning time once a month to review student work on standards based questions to determine a problem of practice.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1,600

#### Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will work with math coaches and teams during common planning time once a month to recreate and implement performance expectations, common assessments, and technology embedded lessons based on the power standards established within the district and the problem of practice defined. Teachers will spend time with coaches pacing their lessons and student learning in accordance with the established high priority learning targets, domains, and standards.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

10,122

#### Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Teachers will use common planning time twice monthly with their professional learning team members to participate in professional rounds surrounding the problem of practice. Professional learning teams will focus on the plan, teach, reflect, apply model during professional rounds to address the problem of practice. PLT's will use data to identify gaps in learning using common formative assessments, aligned to common core and Interim Assessment results administered.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

##### Amount(s)

1,200

##### Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teachers and paraprofessionals will participate in professional development to address the problem of practice, including mathematics instruction best practices, intervention programs, scaffolds that address learning loss, and differentiation strategies.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

##### Amount(s)

2,300

##### Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Professional Development

150

Title II Part A: Improving Teacher Quality



## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, at risk Students not meeting the standards

### Strategy/Activity

The use of mathematics programs and technology incorporating visuals to support all at-risk students and remediate for learning loss which includes continued purchasing of chrome book sets for each student, curriculum, and software to provide students practice opportunities to prepare for the spring assessments. Purchase additional hardware to increase use of technology (tablets, computer monitoring program, technology, curriculum for remediation, TVs, smart boards, and hardware).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

8,000

#### Source(s)

Title I  
4000-4999: Books And Supplies  
6762 ART, MUSIC, & INSTRUCTIONAL MATERIALS DISCRETIONARY BLOCK GRANT

4,500

Lottery: Instructional Materials

Math programs to supplement the curriculum to address learning loss, technology needs

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students, Students with Disabilities, Socioeconomically Disadvantaged, at risk Students not meeting the standards

### Strategy/Activity

Curriculum will be purchased for Math Intervention (Touch Math, IXL, Prodigy, NextGen Math).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

3,040	ESSER III 4000-4999: Books And Supplies Online version of NextGen Math standards based program.
4,021.58	ESSER III  Online and classroom materials for math intervention (touch math and IXL) a standards based program to address learning loss and remediation.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

English Learners

### Strategy/Activity

Information and implementational professional development on the English Language Learners Framework will be utilized by both teachers and administrators. Administrators will use the training to monitor the implementation of ELD strategies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,700	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development for New curriculum and supplemental curriculum

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Students with Disabilities, at risk Students not meeting the standards

### Strategy/Activity

Response to Intervention or RTI will take place during the instructional day. Students will be provided additional time during the elective period to receive Math support from a credentialed teacher. SAT (Student Assistance Team) process will be used to identify at-risk students and determine a plan of action to assist students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,306

Source(s)

Title VI Part B: Rural Education Achievement Program  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The strategies and programs outlined have shown some signs of growth in the area of concepts and procedures and in the highest proficiency levels. However, coaching has spent a large amount of focus on the establishment of the pacing, learning targets, assessments, and the implementation of common formative assessments.. Goals currently being implemented for math all involve increasing rigor, assessments, and student understanding through the use of proven strategies and best practice. We have implemented the use of a math coach to guide teachers through the process of implementing math talks, common formative assessments, and the use of the math framework strategies that enforce best practices. The contract will have lessons modeled, monitored, and built out to improve student understanding and embedded math practices across the curriculum. The results of the next round of data should see the hard work brought to fruition from these efforts as it will be the first full year of implementation.

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

The major changes in intended implementation, budget, and activities involve the need to provide adequate time with a substitute available. Being able to compensate teachers for additional hours worked and for the time they spend working on the standards based question stems, identifying problems of practices, and implementation steps is necessary and in implementation at a level not previously anticipated. Additional time has been added as the change in formats, curriculum, and district protocols require extension of the workday.

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.

Limited changes will be made to the annual outcomes strategies or activities, however, logistic changes will be made to the times in which those activities occur which causes a budgetary change in the SPSA. The central changes made to the goal are found in the expectations for improvement and stem from changes in strategies and activities. At the center of the changes, there is a combination of root cause analysis to define the problem of practice and the true implementation of professional learning teams teams in the professional learning communities to plan, teach, reflect, and apply strategic methods to improve student proficiency in Mathematics. In combination with an increase in positive school climate, the plan will establish high expectations for the students and a

clear pathway to those goals. We have eliminated a participation rate expectation as it is a standard already expected of the education system, and mastered by the teachers at our site.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Goal 1: Academic Achievement

## Goal 2

Improve CAASPP ELA scores and percentage of students meeting the standard in ELA.

## Identified Need

The Fall 2023 California School Dashboard reveals ELA is an area of need at our school, as our overall Performance Level is -35.5 distance from met. Based on the Smarter Balanced only 10% of students exceeded standard, 23.16% met standard, 26.84% nearly met standard, and 40% did not meet the standard.

Based on the Smarter Balanced Assessment 31.05% of students in grades 5-8 score Level 1, below standard, on Claim 1 (reading), on the 2022 CAASPP ELA. 57.89% of the students in grades 5-8 scored a level 2, near standard, in Claim 1 (reading), leaving only 11.05% proficient.

33.68% of students in grades 5-8 score Level 1, below standard, on Claim 2 (writing), on the 2022 CAASPP ELA 55.79% of the students in grades 5-8 scored a level 2, near standard, in Claim 2 (writing), leaving only 10.53% proficient.

16.32% of students in grades 5-8 score Level 1, below standard, on Claim 3 (listening), on the 2022 CAASPP ELA. 72.63% of the students in grades 5-8 scored a level 2, near standard, in Claim 3 (listening), leaving only 11.05% proficient.

23.16% of students in grades 5-8 score Level 1, below standard, on Claim 4 (research/inquiry), on the 2022 CAASPP ELA. 67.37% of the students in grades 5-8 scored a level 2, near standard, in Claim 4 (research/inquiry), leaving only 9.47% proficient.

This indicates that the largest area of need is in writing. However, data indicates very close connections between all four areas indicating the importance of interconnection of the claims.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	Status level detail is -35.5 distance from met	A 20 point increase in distance from met.
Smarter Balanced Summative Assessment	-35.5 distance from met. Based on the Smarter Balanced only 10% of students exceeded standard, 23.16% met standard, 26.84% nearly met	A 10% increase in the performance bands of Exceeded Standard and meeting the standard and a 10% decrease in those in the lowest performance band

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard, and 40% did not meet the standard.	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teachers will use common planning time once a month to review student work on standards based questions to determine students needing intervention or enrichment.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200	Title II Part A: Improving Teacher Quality

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teachers will be provided professional development time in cooperative professional learning teams for teachers to analyze data, reflect, collaborate, plan, and improve instruction. Professional learning teams will use data to identify gaps in learning using common formative assessments, aligned to common core and Interim Assessment results.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,360	Title II Part A: Improving Teacher Quality

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teachers will use common planning time twice a month to create performance expectations, positive behavior intervention and support goals, common assessments, and technology embedded lessons based on the power standards established within the district and the problem of practice defined, evaluated, and a plan of action created.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)****Source(s)**

150

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

2,500

Title I Part A: Disadvantaged Students  
4000-4999: Books And Supplies  
Technology embedded assessments and use of  
illuminate for disaggregating data and forming  
intervention groups.

2,206

Title II Part A: Improving Teacher Quality  
4000-4999: Books And Supplies  
Materials for implementation of Impact Teams  
(binders, observation timers, whiteboards,  
markers, supplies)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Based on test data and analysis of the needs assessment data, one full time will be hired to increase student teacher ratios to increase student achievement and minimize the need for combination classrooms.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)****Source(s)**

76,529

Title I  
1000-1999: Certificated Personnel Salaries



Full Time;Includes benefits and supports class size reduction

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

Purchase ELA/ELD supplemental materials and curriculum to support all EL students and at-risk students and offer after school tutoring to support students in English Language Arts two days a week for 1.5 hours each day. A bus is available to transport students home twice a week.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

##### Amount(s)

1260

##### Source(s)

Title III  
4000-4999: Books And Supplies  
5000-5999: Services and other operating expenditures

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

English Language Learners, Chronically absent, and socio economically disadvantaged

#### Strategy/Activity

One part time paraprofessional and one part time Student Success Facilitator to engage students and parents in education, get them to school, address social emotional needs, and communicate regularly with families and school sites.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

##### Amount(s)

1,523

##### Source(s)

Title I  
2000-2999: Classified Personnel Salaries

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students, Students with Disabilities, Socioeconomically Disadvantaged



### Strategy/Activity

The use of audio and visuals will support all students and particularly students with disabilities in becoming proficient in English Language Arts. Continue purchasing chrome book sets for each classroom, curriculum, and software to provide students practice opportunities to prepare for the spring assessments. Purchase additional hardware to increase use of technology (tablets, Computer monitoring program, curriculum, smart boards, TVs, and hardware).

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,500

Source(s)

ESSER III  
4000-4999: Books And Supplies

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

Students with Disabilities, At risk Students not meeting the standards

### Strategy/Activity

Response to Intervention or RTI will take place during the instructional day. Students will be provided additional time during the elective period to receive ELA support from a credentialed teacher. Dependent on data, students will move through different tiers of support. Our Multi-tiers System of Support team will evaluate student progress and move students into the correct interventions as needed. If further assistance is needed, SAT (Student Assistance Team) process will be used to identify at-risk students and determine a plan of action to assist students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I Part A: Disadvantaged Students  
4000-4999: Books And Supplies  
Communication

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The timeline for implementation and analysis of the data has shown that we met and exceeded the 95% participation rate with 99% of our students testing. However, we fell short of the 10% growth goal with a decrease in overall proficiency in ELA. Goals currently being implemented for English Language Arts all involve increasing rigor, assessments, and student understanding through the use of proven strategies and best practice. We have implemented the use of AVID notetaking and WICOR strategies. Teachers are receiving AVID training to guide teachers through the process of implementing the increases in WICOR strategies that enforce best practices. It is expected that all teachers will be AVID trained by June 2024. Furthermore, a change in teachers mid year has led to some changes in strategy implementation.

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

The major changes in intended implementation, budget, and activities involve the implementation of several programs that target specific populations for intervention. The change in staffing has seen an increase in the need for specific professional development around program implementation, particularly in writing but also sees significantly less in salary and benefits. The use of a student success facilitator is and will continue to drive student participation and attendance. The need for an ELD aide to assist in small group instruction during designated ELD in essential and has come from many points of data analysis and teacher input. Continuing at the forefront is the need to compensate teachers for additional hours worked. They will be compensated for the time they spend working on the standards-based question stems, identifying problems of practices, and implementation steps. Additional time has been added as the change in formats, curriculum, and safety protocols require an extension of the workday. In addition, changes include specific intervention programs, times, and the specific content for professional development were identified. The professional learning teams' model was limited by the lack of time to fully evaluate student needs but it is being utilized to the fullest protentional, and there are discussions around increasing the time allotted to our site. . Furthermore, SAT and RTI have been reformatted and staffed to maximize expertise and teacher assets. Furthermore, parent square has been implemented as a communication tool to target and capture more parent participation.

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.

Limited changes will be made to the annual outcomes strategies or activities. In combination with an increase in positive school climate, the plan will establish high expectations for the students and a clear pathway to those goals. We have eliminated a participation rate expectation as it is a standard already expected of the education system, and mastered by the teachers at our site. I do anticipate a changes in the annual outcomes for students with disabilities as a movement has been made to focus on reading intervention and new curriculum fully implemented

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy and Safe School Environment

## LEA/LCAP Goal

Goal 2: Healthy and Safe School Environment

## Goal 3

In order to support the complete development of our students, El Tejon School will provide students with a clean, healthy, physically and emotionally safe learning environment by providing interventions, positive behavior reinforcement, restorative practices and increased opportunities for learning outside of the school day to supplement academic achievement and character development.

## Identified Need

The Fall 2022 California School Dashboard reveals 3.4% students are suspended at least once. Restorative practices are combined with interventions, positive reinforcement and increased opportunities for learning and supplemented with academic and character development to decrease the need for suspensions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	12.3% suspension rate	Decrease in number of students suspended

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Integrate character education efforts through Next Level curriculum, restorative practices, PBIS Rewards, Perseverance Education, and Social Emotional Learning through Second Steps to develop and maintain a safe school climate into daily lessons and activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,200

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement and train students, teachers, support staff, and community members in Safe School Ambassador anti bullying student empowerment program to develop and maintain a positive and safe school climate.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,567

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will meet twice monthly with their student Ambassador Families to address campus issues, use restorative practices, and reinforce positive behaviors and maintain a safe climate.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

150

Source(s)

Parent Teacher Association/Parent Faculty Club  
(PTA/PFC/PTSO, PTO, etc.)  
None Specified

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

All teachers will participate in professional learning through Perseverance Educational Consulting Services in order to improve the use of restorative practices, circles, and behavior interventions and supports in order to address student safety and maintain a positive and safe climate.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures  
Title II

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parents and community members are invited to participate in monthly meetings with the Principal in which an update on student academic and social emotional progress as well as field trips. Title I and Title III expenditures and plans, and student activities and goals are shared. Opportunities for parental concerns and comments are shared and addressed. Input is received. Translations are provided in order to increase parental participation in the development of a safe and positive climate.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

900

Source(s)

Title I Part A: Parent Involvement

100

Lottery: Instructional Materials

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

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

All Students

**Strategy/Activity**

Field trips for students to expand their learning opportunities and develop the whole child (FFA, See Ag, AVID, CSUB Education Days, History Day, Math Field Day, Camp Keep, Battle of the Books, The Cube, University Tours, Leadership Conferences, Getty Museum, and various Saturday School sessions to expand their learning opportunities and increase attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Title I
26,000	LCFF
35,000	Extended Learning Opportunity

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Provide opportunities for students and their parents to participate in the development of a positive and safe school culture through Back to School Night, Open House, Science Fair, History Day, Parent/Teacher Conferences, Talent Show, Parent Teacher Student Organization (PTSO), Coffee and Donuts with the Principal, Community School Advisory Meetings, Field Trips, Positive Rewards (Caught Being Good, Attendance Incentives), Safe School Ambassadors Community Meetings, Restorative Circles, 4 Quarterly Awards Assemblies (when social distancing restrictions are released).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I Part A: Parent Involvement



Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Build a pathway towards Career and Technical Education so that students can see experience multiple fields and hone in on their interests and skills. This will assist students in aligning their career choice with their interests and talents, as well as providing a pathway to high school and college or career.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Other Middle School Foundation Academies grant
75,000	Extended Learning Opportunity 4000-4999: Books And Supplies
75,000	ESSER III

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have increased our outreach to parents using the Student Success Facilitator, Parent Square, Community School Director and Family Liaison, surveys, empathy interviews, and communication policies. Parent participation has increase in the terms of survey responses from 12% to 75%, In terms of the positive climate, there is significant engagement on the parts of the students. Increases in attendance rates (2%), volunteering (60% increase to 75 %), participation in class as reflected in report card grades (2% increase to 66%) and use of the PBIS rewards points program all point to an increase in the positive climate at school.

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

The major differences come from a shift in behavior supports to address the needs of new arrivals and extreme behavior support. Tier 3 supports have been needed.. PBIS has encouraged students to focus on the positive behaviors as a model. It has built confidence and relationships between teachers and students, as well as among staff members. The use of Dr. Sandles and the Perseverance Educational Consulting Services to create individual plans for students and adults in need has heled to build a culture of caring and strengthen the unity on campus. Most significant in improving our environments comes form the increase i pathways for students to explore. We have worked hard to implement the second year of AVID and the third year of FFA, Family And Consumer Sciences, Art, Media and entertainment, Music, Sports, and career exploration. I believe listening to the students needs and interests has brought a sense of trust that has allowed them to fully engage in the pathway they are exploring.

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.

Specific technology has been and is being purchased and used to implement the programs universally throughout the grade levels. In addition, follow-through will include professional learning communities, student groups, and community and parent liaisons. Furthermore, building culture in a time of hybrid classes is heavily focused on relationships. Making connections between all staff members and students is key. The goal will need to be more focused on building culture through specific actions that connect the community to the school and students electronically. It will take a more purposeful approach with an actual implementation of restorative programs and practices. A focus on educating the student, community, and staff on what expectations, behaviors, and participation we expect will be explicit through programs like Safe School Ambassadors, FFA, Next Level , Second Steps, Parent-Teacher conferences, Restorative Practice professional development, and commonly defined student expectations. The behavior matrix has been universally developed and shared with students. Students have had input and the expectations are enforced through the Safe School Ambassadors and leadership students in AVID, FFA, and ASB.



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$157,092
Total Federal Funds Provided to the School from the LEA for CSI	\$00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$464,184.58

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$156,119.00
Title I Part A: Disadvantaged Students	\$3,500.00
Title I Part A: Parent Involvement	\$1,000.00
Title II Part A: Improving Teacher Quality	\$17,988.00
Title III	\$3,960.00
Title VI Part B: Rural Education Achievement Program	\$1,306.00

Subtotal of additional federal funds included for this school: \$183,873.00

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

State or Local Programs	Allocation (\$)
ESSER III	\$89,561.58
Extended Learning Opportunity	\$110,000.00
LCFF	\$26,000.00
Lottery: Instructional Materials	\$4,600.00
Other	\$50,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$150.00

Subtotal of state or local funds included for this school: \$280,311.58

Total of federal, state, and/or local funds for this school: \$464,184.58

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source	Amount
ESSER III	89,561.58
Extended Learning Opportunity	110,000.00
LCFF	26,000.00
Lottery: Instructional Materials	4,600.00
Other	50,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	150.00
Title I	156,119.00
Title I Part A: Disadvantaged Students	3,500.00
Title I Part A: Parent Involvement	1,000.00
Title II Part A: Improving Teacher Quality	17,988.00
Title III	3,960.00
Title VI Part B: Rural Education Achievement Program	1,306.00

## Expenditures by Budget Reference

Budget Reference	Amount
	80,381.58
1000-1999: Certificated Personnel Salaries	90,907.00
2000-2999: Classified Personnel Salaries	1,523.00
4000-4999: Books And Supplies	100,506.00
5000-5999: Services And Other Operating Expenditures	17,200.00
5800: Professional/Consulting Services And Operating Expenditures	35,717.00

None Specified

150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSER III	79,021.58
4000-4999: Books And Supplies	ESSER III	10,540.00
	Extended Learning Opportunity	35,000.00
4000-4999: Books And Supplies	Extended Learning Opportunity	75,000.00
	LCFF	26,000.00
	Lottery: Instructional Materials	4,600.00
	Other	50,000.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	150.00
	Title I	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	76,529.00
2000-2999: Classified Personnel Salaries	Title I	1,523.00
4000-4999: Books And Supplies	Title I	8,000.00
5000-5999: Services And Other Operating Expenditures	Title I	17,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	32,867.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	3,500.00
	Title I Part A: Parent Involvement	1,000.00
	Title II Part A: Improving Teacher Quality	1,200.00
	Title II Part A: Improving Teacher Quality	1,360.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	13,072.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	2,206.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	150.00
4000-4999: Books And Supplies	Title III	1,260.00

5800: Professional/Consulting  
Services And Operating Expenditures

Title III

2,700.00

1000-1999: Certificated Personnel  
Salaries

Title VI Part B: Rural Education  
Achievement Program

1,306.00

## Expenditures by Goal

### Goal Number

### Total Expenditures

Goal 1

38,939.58

Goal 2

95,228.00

Goal 3

330,017.00

# School Site Council Membership

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

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

Name of Members	Role
Corey Hansen	Principal
Kathleen Wood	Classroom Teacher
Debbie Ford	Other School Staff
Charlee Ryan	Parent or Community Member
Mari Dominguez	Parent or Community Member
Andrew Mosdale	Parent or Community Member
Sean Hartman	Parent or Community Member
Casey Moore	Parent or Community Member
Katherine Gonzalez	Other School Staff
Alejandro Llanos	Parent or Community Member
Clara Salgado	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: Community Schools Advisory Team

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Corey Hansen on



SSC Chairperson, Kathy Wood on

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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