



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
Challenger Middle School	19651516106561		

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

Comprehensive 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.

The Wilsona School District is has been identified has having the highest concentration of poverty in Los Angeles County. Over 96% of the students population identified as low income. The District is committed to providing a comprehensive educational program that includes access to grade level standards for all students.

Challenger Middle School serves students in grades 5 – 8. Challenger is school-wide Title I, with a 100% free lunch program. The population is predominantly low socio-economic and services foster youth as homeless students with the addition of foster youth students. The major student group is Hispanic or Latino (77%) . 15% of the school's population is identified as Students with Disabilities. 31% of the students are identified as English Learners.

Challenger Middle School is one of two schools within the Wilsona School District. In the 21-22 school year the students received in-person instruction and some students opted for Independent Study. Through the Needs Assessment process, the school leadership team reviewed the current data and the effectiveness of specific programs and services that were provided. Challenger Middle School established a Learning Center to provide intensive academic intervention. However due to staff shortages, the Learning Center was unable to operate. Challenger implemented Capturing Kids Hearts in order to provide a social/emotional framework that was used school wide. All teachers received training and beginning implementation was completed.

An analysis of students students moving into the 5th grade indicate that students, although still not meeting grade level standards, did make growth in English language arts. Also noted was the high number of English learners sill remaining at Challenger who are now considered long term English learners. As a result students who have not been reclassified will participate in receiving supplemental language instruction using English 3 D. Math.... Chronic absenteeism was much higher due to COVID restrictions. The Suspension rate was higher than pre-COVID levels. The data also revealed that staff was not calibrated in how major and minor discipline referrals were described.

Challenger implemented a climate survey to parents, students and staff. The Youth Truth Survey results indicated that there was decrease in engagement for students while staff and parents indicated an increase. This patten was also noted for two other dimensions, relationships and culture. Students, however did indicate a slight increase in the area of academic challenge and belonging.

Staff received training on standards based instruction based on the visible learning research. The implementation of these trainings was not consistent. Teachers who received coaching support saw high implementation.

Based on the analysis described above, Challenger Middle School will implement during the 22-23 school year the following:

- the Learning Center to address intervention needs of students in math and ELA
- implementation of English 3 D for long term English learners

- master schedule was revised to provide opportunities for students to get additional support in ELA and math while also having access to elective classes
- students with disabilities will be included in receiving support through the learning center
- Staff will be accountable for implementing Capturing Kids Hearts and the beginning implementation of standards based instruction, using visible learning research strategies
- School psychologist, social emotional learning specialist and counselor will develop criteria for specific levels of support as well identify specific strategies to be used at each level.

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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).

examine data from the Youth Truth survey given in October of 2021.

Input from the CMS ELAC indicated that they place an emphasis on student safety and that they would like before and after school tutoring (for struggling students) homework clubs, leadership and enrichment activities for students. Input from the CMS ELAC recognized the importance of a Spanish-speaking Family Liaison, a newly-created position in the district who will support all families. They also saw a need for additional playground supervision and training for those staff members. They expressed continued need for parenting classes and GED opportunities.

Input from the CMS School Site Council was received on January 14, 2022 and April 8, 2022. Administration presented the results of the Youth Truth survey as well as school discipline data. Parents expressed that they had concerns regarding school safety, specifically on the playground and during unstructured time. Parents also expressed that they would like to have the option of visiting their child's classes. Admin explained that was a COVID restriction but as soon as it lifted, parents would be welcome on campus.

Safety for students was a high priority for all stakeholder groups. All stakeholders want inviting schools that provide social emotional supports for students and families. In order to improve attendance stakeholders recommended that the school provide incentives for behavior and attendance, before and after school activities to include homework help, technology dance, music, sports, clubs and leadership. At CMS, PESA started a Leadership group. Those students will be the founding members of clubs for the 2022-2023 school year.

As a result of the survey process, the CMS SSC SPSA Sub-Committee was able to develop 2021-2022 SPSA Goals related to student achievement, school climate, and parent engagement that align to the WSD LCAP Goals.

Classroom Observations

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

Classroom walk throughs and observations were conducted regularly and as often as weekly by site administrators. Classroom observations were conducted twice during the year by the Capturing Kids' Hearts (CKH) representatives, as well as by the WSD superintendent. It was observed that most teachers were following the CKH SEL framework. Some teachers were beginning to implement the framework of Teacher Clarity (visible learning). Classroom observations were limited during the 21-22 school year as a result of COVID and administrations required to cover classrooms.

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)

This year marked the third year in the implementation of i-Ready Diagnostics, i-Ready Computer Adjusted Lessons and classroom interventions. District and Site Administrators, Faculty, Parents and students were able to access data related to student growth in Reading and Math and teachers inconsistently modified lesson plans to meet the needs of students based on data from the i-Ready Diagnostics and i-Ready Computer Adjusted Lessons. Teachers shared data related to student growth, with students in their class, as well as with parents through the use of data chats with students, in the classroom, and with parents, at parent teacher conferences.

The results of the i-Ready Diagnostic Assessments in Reading from Diagnostic 1 to Diagnostic 3 indicate that: Grade 5 had 61% of students in Diagnostic 1 that fell in the two or more grade levels or below range for Reading and according to Diagnostic 3, 55% of students fell in the two or more grade levels or below range for Reading. This represents a decrease of 6% of students reading at two or more grade levels below from Diagnostic 1 to Diagnostic 3.

Grade 6 had 63% of students in Diagnostic 1 that fell in the two or more grade levels below range for Reading and according to Diagnostic 3, 58% of students fell in the two or more grade levels below range. This represents a decrease of 5% of students reading at two or more grade levels below range from Diagnostic 1 to Diagnostic 3.

Grade 7 had 58% of students in Diagnostic 1 that fell in the two or more grade levels below range in Reading and according to Diagnostic 3, 62% of students fell in the two or more grade levels or below range. This represents an increase of 4% of students falling in the two or more grade levels or below.

Grade 8 had 77% of students in Diagnostic 1 that fell in the two or more grade levels below range in Reading and according to Diagnostic 3, 67% of students fell in the two or more grade levels or below range. This represents a decrease of 10% of students reading in the two or more grades below range in Reading.

Findings continue to indicate that students in all grades need support in increasing vocabulary comprehension, literary terms and extracting information from text.

The results of the i-Ready Diagnostic Assessments in Math from Diagnostic 1 to Diagnostic 3 indicate that Grade 5 had 54% of students in Diagnostic 1 that fell in the two or more grade levels or below range for Math and according to Diagnostic 3, 40% of students fell in the two or more grade levels or below range for Math. This represents a decrease of 14% of students at two or more grade levels below in math.

Grade 6 had 64% of students in Diagnostic 1 that fell two or more grade levels or below range for Math and according to Diagnostic 3, 57% of students fell in the 2 or more grade levels or below range. This represents a decrease of 7% of students that fell in the two or more grade levels below range in math.

Grade 7 had 74% of students in Diagnostic 1 that fell in the two or more grade levels or below range for Math and according to Diagnostic 3, had 61% of students at the two or more grade levels or below range for Math. This represents a decrease of 3% of students at two or more grade levels or below in Math.

Grade 8 had 74% of students in Diagnostic 1 at the two or more grade levels or below range in Math and according to Diagnostic 3, had 69% of students at the two or more grade levels or below in

Math. This represents a decrease of 5% of students that fell within the two or more grade levels or below range.

Findings continue to indicate that students are struggles with: Numbers and Operations and Algebra and Algebraic Thinking

Students in grades 3-8 were administered CAASPP however results are not available at this time

Based on current data 7% of English learners were able to be reclassified as fluent English speakers.

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

Challenger Middle School prior to the pandemic, was beginning to explore the use of common formative curriculum embedded assessments. However due to the disruptions of COVID these efforts were delayed. All students were administered the iReady Diagnostic Assessments in both math and ELA three times during the school year. These results as well as student work and teacher made tests were used to monitor student progress and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff met the requirements for highly qualified staff (ESEA) during the 2021-2022 school year with two exceptions: the WSD authorized a Single Subject History Teacher to teach 2 periods of P.E. and a Single Subject History Teacher to teach one period of 6th grade Science.

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

CMS Faculty received professional development from representatives of i-Ready focused on the continued implementation of i-Ready computer adjusted lessons in the classroom, diagnostic assessments, and utilizing data from the diagnostics and computer adjusted lessons to inform classroom instruction as well as hold data chats with students and parents

Teachers, Counselors, School Psychologists, Classified and Site Administrators attended in-person professional development workshops in: The Frey, Fisher and Hattie Teacher Clarity workshop. The District Teacher on Special Assignment provided training and coaching support for teachers on the identification of Essential Standards and the development of Pacing Guides. Some teachers received training on the i-Ready-Teacher Toolbox, all teachers received training from CAFE on integrated ELD strategies. Site and district administrators also attended an ACSA Curriculum and Instruction Academy (Vice-Principal) and an ACSA Personnel Academy (Principal) and over the course of the 2021-2022 school year.

WSD TOSAs met with CMS Faculty during collaboration. CMS Faculty continue to need vertical collaboration time to identify essential standards and gaps between grade levels.

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

Staff development was aligned to address content standards, assessing student performance, returning from distance learning and professional needs.

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

Ongoing instructional assistance and support from a LACOE Consultant in identifying essential standards for CCCS ELA, identifying learning loss and learning progressions to support essential standards in ELA and math.

WSD TOSAs provide support, both during collaboration and by modeling a lesson or providing feedback on lessons in the classroom. TOSAs also worked with professional learning communities on creating instructional strategies to engage students, meeting the needs of English learners with specific strategies related to vocabulary and using data to inform instructional practices.

The principal and assistant principal received training on analyzing data and instructional implications and in turn the administrators provided that training to teachers

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

Teachers collaborated, by grade level and department, in grades 5-8, weekly. Teachers collaborated around the analysis of iReady data after each administration. Teachers reviewed the essentials and supported each other in the development of the learning intentions for specific lessons.

Teaching and Learning

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

The District and representatives from CMS have been involved in developing a deeper understanding of grade level standards. As a part of this work teachers have been reviewing the prerequisites needed for each of the essential standards. A continuing effort is that of moving away from textbook dependent teaching to standards based teaching. Pacing guides aligned to the essential standards and the connection to grade level materials was part of the on-going work.

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

The master schedule was modified to provide increased instructional time as well as opportunities for students to access intervention and electives.

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

Students in grades 6-8 received all core instruction classes as required daily. Intervention was not able to be offered because no teacher was available. Some teachers provided tutoring for students after school. Students in grade 5 received core instruction as required daily through a more self-contained model. Some small group instruction was provided to address students' needs.

Virtual tutoring services were provided by a variety of external vendors.

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

Standards-based instructional materials were provided for all students in core academic subjects.,

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 teachers are expected to use standards aligned instructional materials in core academic subjects and interventions to support the achievement of grade level standards.

Opportunity and Equal Educational Access

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

CMS Faculty embedded some instructional strategies to support English Learners in all lesson plans, and CABE training provided all staff with additional resources however, the overall results of i-Ready Diagnostic Assessments indicate that English Learners made no significant growth in the area of vocabulary. A few EL students made tremendous growth but it is difficult to determine the root cause of their growth.

That same pattern was noted for all students.

Input from the walk throughs provided data indicating that CMS Faculty engage in whole group, direct instruction then at times, transition to small groups and autonomous work.

Evidence-based educational practices to raise student achievement

During 2021-2022, CMS implemented the I-Ready Diagnostics three times yearly. The data collected was used by teachers to have data chats with students and also used in the development of small groups in a limited fashion. Additionally, each teacher focused on three students who were "in the yellow" in i-Ready and made focused efforts to move those three students forward. Essential Standards in ELA (Achieve the Core) and Learning progressions for Math and ELA were identified and shared by LACOE Consultant with ELA and Math Teachers. Grade level and departments collaborated to create pacing guides based on the identified Essential Standards in ELA and Math.

Classroom walkthroughs were conducted by the District Office and site administrators. Feedback from the walkthroughs were shared with teachers. Teachers participated in PLCs to collaborate on best practices at the grade level and by department. CMS Faculty participated in Teacher Clarity professional development opportunities designed to support improved instruction, new technology and instruction based on essential standards. Additionally teachers received training on Capturing Kids Hearts in an effort to increase a positive school climate in which students would be able to thrive academically.

Community partner PESA provided tutoring to students in grades 5-8. PESA provided tier 3 counseling through social workers and social work interns. Many teachers offered after-school tutoring

Parental Engagement

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

Resources available include 1:1 devices, bilingual interpreters, Parent Workshops by PESA including topics such as: self-care, motivating students, college and career readiness, and preparing for secondary and post-secondary education.

There is a district parent liaison, early stage development of community resource center with a community partner: PESA, restorative justice practices used as alternatives to suspension. Our school also has a parent ambassador who works in the office during critical school hours to provide support for parents, answer questions and offer resources.

CMS also has access to SAVE The Children, an organization that assists families with wrap around support systems in the community.

Students continue to attend RISE and receive homework help and enrichment during the 2021-2022 school year.

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)

Challenger Middle School has an active School Site Council with the required membership. The SSC provided input on the development of the school plan including a review of the needs assessment.

Funding

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

Services provided by categorical funds that enable underperforming students to meet standards include the support of bilingual instructional assistants for students identified as English Learners (EL) in the classroom, and Rosetta Stone to assist initial EL students.

After School Program is also available for intervention in ELA and Math. The CMS School Counselor provides social and emotional support for students in Tiers 1-3. School assemblies, attendance incentives, and PBIS incentives are also provided by categorical funds to enable underperforming students to meet standards.

Fiscal support (EPC)

Challenger Middle School receives both state and federal funds to implement their school plan. Title 1 allocation is provided for the school site council to review. Challenger has also been identified as a CSI school and therefore receives CSI funds to support improvement efforts.

Stakeholder 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

CMS gathered and reviewed input from various stakeholder groups such as certificated and classified staff, parents and students through LCAP surveys administered in February and March of 2022 (parents), YouthTruth (parents, students, classified and certificated staff) administered in October of 2021, Needs Assessment (CMS SSC SPSA Sub-Committee consisting of parents, classified and certificated staff as well as PESA, CMS Community Partner) conducted over the course of several weeks in March and April of 2022.

Meetings were conducted virtually and the results of the LCAP and YouthTruth surveys were shared with the CMS SSC and ELAC in March and April of 2022, respectively as well as with certificated staff in February, 2022.

The results of the Youth Truth Survey were shared with faculty in January of 2022.

In January of 2022, the CMS Safety Committee voted to establish a SPSA Sub-Committee.

The SPSA Sub-Committee conducted a needs assessment of the 2021-2022 CMS SPSA and reviewed and analyzed the recommendations from the surveys listed above, in order to make recommendations to update the CMS SPSA 2022-2023. During this process, the sub-committee recommended that the existing goals in student achievement, school climate and parent engagement be continued, with the anticipation that the CMS SPSA 2022-2023 would align with the WSD LCAP Goals.

Resource Inequities

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

CMS Faculty continue to need to collaborate to identify learning gaps at each grade level

CMS Faculty continue to need to revise pacing guides with a focus on learning progressions to address the specific needs of students

CMS Faculty continue to need professional development opportunities to establish small group instruction in classes, twice weekly.

CMS needs to continue to find ways to provide access to tutoring for all students requesting this support; funding has been provided

CMS needs to develop a re-engagement plan for students who are chronically absent or tardy

CMS needs to develop a systematic plan to address inequities related to student discipline to reduce the suspension rate

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 5	129	132	143
Grade 6	140	123	130
Grade 7	152	138	129
Grade 8	115	138	141
Total Enrollment	536	531	543

Conclusions based on this data:

1. Student enrollment increased slightly in the 2020-2021 school year.
2. Student enrollment decreased slightly in the 19-20 school year, from the 18-19 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	137	141	150	25.6%	26.6%	27.6%
Fluent English Proficient (FEP)	125	131	145	23.3%	24.7%	26.7%
Reclassified Fluent English Proficient (RFEP)	9	7	5	6.1%	5.1%	3.5%

Conclusions based on this data:

1. The rate of Reclassified Fluent English Proficient students continues to decline over the past three years.
2. The percentage of FEP students increased.
3. The overall percentage of EL students increased in 20-21.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	154	127	144	152	127	0	152	127	0	98.7	100	0.0
Grade 6	158	139	132	157	139	0	157	139	0	99.4	100	0.0
Grade 7	117	139	124	115	139	0	115	139	0	98.3	100	0.0
Grade 8	148	122	146	148	121	0	148	121	0	100	99.2	0.0
All Grades	577	527	546	572	526	0	572	526	0	99.1	99.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2420.	2442.		3.95	4.72		13.82	22.05		17.76	22.83		64.47	50.39	
Grade 6	2439.	2459.		1.91	1.44		12.74	21.58		26.75	28.06		58.60	48.92	
Grade 7	2516.	2497.		7.83	2.88		26.96	23.02		31.30	35.25		33.91	38.85	
Grade 8	2501.	2524.		4.05	4.96		22.30	27.27		26.35	34.71		47.30	33.06	
All Grades	N/A	N/A	N/A	4.20	3.42		18.36	23.38		25.17	30.23		52.27	42.97	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	7.89	12.60		38.16	40.16		53.95	47.24	
Grade 6	6.37	7.19		31.85	41.01		61.78	51.80	
Grade 7	18.26	6.47		39.13	46.04		42.61	47.48	
Grade 8	9.46	14.05		37.84	48.76		52.70	37.19	
All Grades	9.97	9.89		36.54	43.92		53.50	46.20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	7.24	3.15		31.58	48.03		61.18	48.82	
Grade 6	3.82	5.76		29.30	48.92		66.88	45.32	
Grade 7	11.30	9.35		57.39	53.24		31.30	37.41	
Grade 8	6.76	6.61		48.65	57.02		44.59	36.36	
All Grades	6.99	6.27		40.56	51.71		52.45	42.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	3.95	6.30		55.92	55.91		40.13	37.80	
Grade 6	5.10	5.04		49.04	62.59		45.86	32.37	
Grade 7	13.91	7.19		56.52	58.99		29.57	33.81	
Grade 8	5.41	9.09		57.43	69.42		37.16	21.49	
All Grades	6.64	6.84		54.55	61.60		38.81	31.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	4.61	8.66		40.79	42.52		54.61	48.82	
Grade 6	6.37	6.47		45.86	52.52		47.77	41.01	
Grade 7	22.61	11.51		47.83	54.68		29.57	33.81	
Grade 8	10.81	11.57		43.92	52.89		45.27	35.54	
All Grades	10.31	9.51		44.41	50.76		45.28	39.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. According to the information found in overall achievement for English Language Arts/Literacy, a decrease in student enrollment is noted, and a decrease in overall percentage in standard not met.
2. The results of the English Language Arts/Literacy indicate that while there is a decrease in the overall percentage of students below standard, there are still a significant percentage (between 42%-46%) of students who fall below standard in writing and demonstrating understanding of literacy and non-fictional texts.

3. The results of the English Language Arts/Literacy indicate that while there is a decrease in the overall percentage of students below standards, there are still a significant percentage (between 31%-39%) of students falling below standard in research/inquiry investigating, analyzing and presenting information as well as those not demonstrating effective communication skills.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	154	127	144	150	127	0	150	127	0	97.4	100	0.0
Grade 6	158	139	132	157	139	0	157	139	0	99.4	100	0.0
Grade 7	116	139	124	114	139	0	114	138	0	98.3	100	0.0
Grade 8	148	122	146	148	121	0	148	121	0	100	99.2	0.0
All Grades	576	527	546	569	526	0	569	525	0	98.8	99.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2440.	2423.		3.33	3.15		10.67	4.72		27.33	18.90		58.67	73.23	
Grade 6	2447.	2452.		2.55	3.60		8.28	12.23		32.48	30.22		56.69	53.96	
Grade 7	2488.	2460.		7.89	2.17		13.16	9.42		29.82	31.88		49.12	56.52	
Grade 8	2467.	2482.		1.35	4.96		7.43	10.74		31.08	22.31		60.14	61.98	
All Grades	N/A	N/A	N/A	3.51	3.43		9.67	9.33		30.23	26.10		56.59	61.14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	8.67	3.94		22.00	13.39		69.33	82.68	
Grade 6	4.46	6.47		28.03	33.81		67.52	59.71	
Grade 7	11.40	5.80		32.46	27.54		56.14	66.67	
Grade 8	2.70	7.44		27.03	22.31		70.27	70.25	
All Grades	6.50	5.90		27.07	24.57		66.43	69.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	4.67	3.94		34.67	25.20		60.67	70.87	
Grade 6	5.10	3.60		35.03	30.22		59.87	66.19	
Grade 7	10.53	2.17		36.84	42.75		52.63	55.07	
Grade 8	4.73	12.40		45.27	33.88		50.00	53.72	
All Grades	5.98	5.33		37.96	33.14		56.06	61.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2.67	2.36		39.33	33.07		58.00	64.57	
Grade 6	2.55	4.32		34.39	35.25		63.06	60.43	
Grade 7	7.02	1.45		55.26	52.17		37.72	46.38	
Grade 8	2.03	4.13		44.59	58.68		53.38	37.19	
All Grades	3.34	3.05		42.53	44.57		54.13	52.38	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There has been a steady decline in enrollment with highly significant amount of students, (approximately 61%) falling below standard, overall in Mathematics. Grade 5 is of particular concerns with an overall of 73% of students falling below standard. (2021-2022 Grade 7)
2. Nearly 70% of all students fall below standard in concepts and procedures, applying mathematical concepts and procedures. Grade 5 is of particular concern with an overall 82% of students falling below standard. (2021-2022 Grade 7)
3. Problem solving and modeling/data analysis and communicating reasoning have an overall percentage of between 52%-61% of students falling below standard, with grade 5 students falling 64%-70% of students falling below standard. (2021-2022 Grade 7)

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	1510.3	1524.7	1499.1	1489.3	1515.1	1500.3	1530.8	1533.9	1497.5	44	24	41
6	1520.5	1515.2	1511.1	1505.1	1500.0	1516.1	1535.4	1529.9	1505.5	47	38	34
7	1529.5	1535.2	1538.5	1515.6	1524.6	1544.4	1542.9	1545.3	1531.9	22	43	18
8	1532.8	1541.9	1534.2	1511.1	1525.4	1536.9	1554.0	1558.0	1530.8	36	20	37
All Grades										149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	25.00	8.33	7.32	52.27	54.17	29.27	*	37.50	43.90	*	0.00	19.51	44	24	41
6	27.66	2.63	14.71	34.04	47.37	29.41	25.53	44.74	35.29	*	5.26	20.59	47	38	34
7	*	13.95	0.00	50.00	44.19	66.67	*	32.56	33.33	*	9.30	0.00	22	43	18
8	*	20.00	8.11	38.89	35.00	37.84	*	30.00	40.54	*	15.00	13.51	36	20	37
All Grades	26.17	10.40	8.46	42.95	45.60	36.92	19.46	36.80	39.23	11.41	7.20	15.38	149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	29.55	20.83	21.95	47.73	62.50	53.66	*	16.67	17.07	*	0.00	7.32	44	24	41
6	34.04	7.89	23.53	36.17	71.05	44.12	23.40	13.16	23.53	*	7.89	8.82	47	38	34
7	*	30.23	38.89	50.00	37.21	55.56	*	30.23	5.56	*	2.33	0.00	22	43	18
8	36.11	20.00	24.32	38.89	40.00	45.95	*	30.00	18.92	*	10.00	10.81	36	20	37
All Grades	33.56	20.00	25.38	42.28	52.80	49.23	16.11	22.40	17.69	8.05	4.80	7.69	149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	4.17	0.00	50.00	29.17	14.63	*	58.33	41.46	*	8.33	43.90	44	24	41
6	*	2.63	5.88	36.17	26.32	14.71	25.53	57.89	29.41	23.40	13.16	50.00	47	38	34
7	*	6.98	0.00	*	37.21	27.78	*	41.86	55.56	*	13.95	16.67	22	43	18
8	38.89	20.00	0.00	*	35.00	21.62	*	20.00	43.24	*	25.00	35.14	36	20	37
All Grades	23.49	7.20	1.54	38.26	32.00	18.46	18.12	46.40	40.77	20.13	14.40	39.23	149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	40.91	8.33	14.63	50.00	91.67	75.61	*	0.00	9.76	44	24	41	
6	38.30	23.68	26.47	55.32	68.42	47.06	*	7.89	26.47	47	38	34	
7	*	25.58	5.56	72.73	53.49	94.44	*	20.93	0.00	22	43	18	
8	47.22	10.00	16.22	41.67	70.00	70.27	*	20.00	13.51	36	20	37	
All Grades	38.93	19.20	16.92	53.02	68.00	69.23	8.05	12.80	13.85	149	125	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	31.82	58.33	46.34	54.55	33.33	48.78	*	8.33	4.88	44	24	41	
6	34.04	21.05	52.94	57.45	68.42	35.29	*	10.53	11.76	47	38	34	
7	63.64	41.86	77.78	*	53.49	22.22	*	4.65	0.00	22	43	18	
8	41.67	35.00	45.95	44.44	50.00	51.35	*	15.00	2.70	36	20	37	
All Grades	39.60	37.60	52.31	49.66	53.60	42.31	10.74	8.80	5.38	149	125	130	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	8.33	0.00	63.64	79.17	51.22	*	12.50	48.78	44	24	41
6	*	2.63	2.94	34.04	50.00	29.41	57.45	47.37	67.65	47	38	34
7	*	11.63	5.56	*	51.16	55.56	*	37.21	38.89	22	43	18
8	36.11	25.00	10.81	*	40.00	27.03	44.44	35.00	62.16	36	20	37
All Grades	18.12	10.40	4.62	40.94	54.40	39.23	40.94	35.20	56.15	149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	54.55	20.83	2.44	36.36	70.83	58.54	*	8.33	39.02	44	24	41
6	23.40	28.95	8.82	72.34	68.42	73.53	*	2.63	17.65	47	38	34
7	*	4.65	0.00	59.09	90.70	88.89	*	4.65	11.11	22	43	18
8	33.33	5.00	0.00	63.89	90.00	94.59	*	5.00	5.41	36	20	37
All Grades	36.91	15.20	3.08	57.72	80.00	76.92	*	4.80	20.00	149	125	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All grades overall performance show an increase in percentage of students falling in the performance level of level 3 and level 2. (no results available for 2019-2020)
2. In every domain, the percentage of students falling within the level 4, well developed, decreases with the majority of students falling within the level 3, somewhat/moderately and level 2 beginning, in every domain. (no results available for 2019-2020)
3. There was a significant decline from level 4 to level 3 in the following domains: writing, listening and reading. (no results available for 2019-2020)

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
543	96.3	27.6	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	27.6
Foster Youth	8	1.5
Homeless	12	2.2
Socioeconomically Disadvantaged	523	96.3
Students with Disabilities	76	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	6.4
American Indian or Alaska Native	5	0.9
Asian	1	0.2
Filipino		
Hispanic	421	77.5
Two or More Races	20	3.7
Native Hawaiian or Pacific Islander		
White	60	11.0

Conclusions based on this data:

- 96% of students are socioeconomically disadvantaged, with approximately 26% of students designated as English Learners. (increase of 1% in English Learners)

2. Two significant student groups enrolled, dis-aggregated by ethnicity are: Hispanic (77%) and White (11%).





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Red		

Conclusions based on this data:

1. The only performance indicator in red in the 2019 Fall Dashboard is Mathematics. (continued for 2020-2021)
2. The suspension rate falls in the orange performance indicator, with all other performance indicators, such as: English Language Arts, and Chronic Absenteeism falling in yellow. (continued for 2020-2021)

School and Student Performance Data

Academic Performance English Language Arts

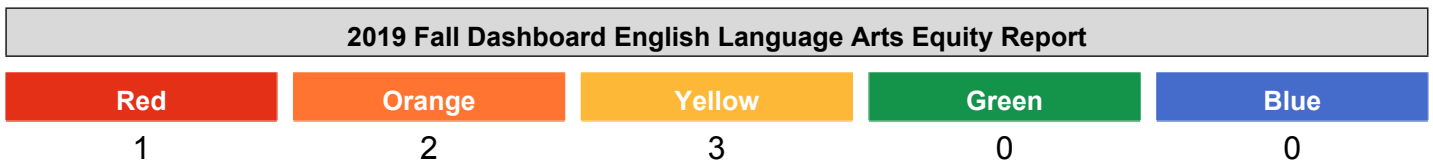
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>56.5 points below standard Increased ++10.8 points</p> <p>478</p>	<p>English Learners</p> <p>Orange</p> <p>77.2 points below standard Increased ++14.3 points</p> <p>184</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>57.4 points below standard Increased ++11.9 points</p> <p>458</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>126.5 points below standard</p> <p>Increased Significantly ++31.3 points</p> <p>49</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 137.7 points below standard Declined Significantly -37.5 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.5 points below standard Increased ++13.7 points 348	 No Performance Color 93 points below standard Maintained ++1.1 points 16	 No Performance Color 0 Students	 Yellow 35.8 points below standard Increased Significantly ++17.4 points 68

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.2 points below standard Increased Significantly ++19.6 points 115	33.8 points below standard Maintained ++0.1 points 69	57.6 points below standard Increased ++4.1 points 231

Conclusions based on this data:

1. The student groups: Students With Disabilities and White all had a significant increase in points below standard in English Language Arts. (continued for 2020-2021)
2. The student groups: All Groups, English Learners, Socioeconomically Disadvantaged and Hispanic all had an increase in points below standard in English Language Arts. (continued for 2020)
3. While the student group: African American had a significant decline in points below standard for English Language Arts, the -37.5% points below standard continue to represent the highest percentage points below standard in all student groups, including the student group: All Students. (continued for 2020-2021)

School and Student Performance Data

Academic Performance Mathematics

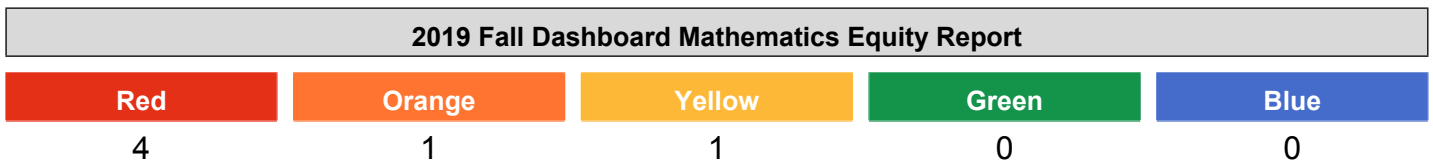
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>102.1 points below standard</p> <p>Declined -7.9 points</p> <p>478</p>	<p>English Learners</p> <p>Red</p> <p>121.1 points below standard</p> <p>Declined -6.5 points</p> <p>184</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>103.1 points below standard</p> <p>Declined -6.5 points</p> <p>458</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>175.6 points below standard</p> <p>Increased Significantly +17.0 points</p> <p>49</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 183.8 points below standard Declined Significantly -51.6 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.9 points below standard Declined -5.9 points 348	 No Performance Color 159.4 points below standard Declined Significantly -57.8 points 16		 Yellow 66.2 points below standard Increased ++11.7 points 68

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.4 points below standard Maintained -1 points 115	78.8 points below standard Declined Significantly -20.5 points 69	104 points below standard Declined Significantly -15.8 points 231

Conclusions based on this data:

- All student groups, including the student group: All Students declined or declined significantly in points below standard, with the exception of student group: Students With Disabilities. The student group: Students with Disabilities demonstrated an increase in ++11.7% points from standard. (continued for 2020-2021)

School and Student Performance Data

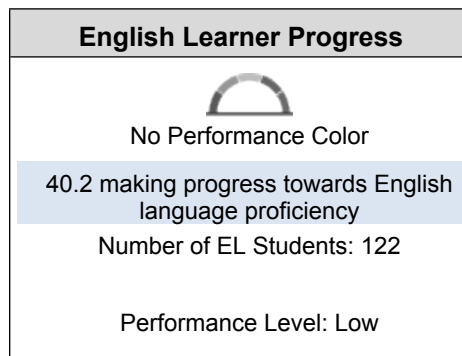
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
22.9	36.8	0.8	39.3

Conclusions based on this data:

1. Approximately 40% of the student group: English Learners have progressed at least one ELPI level.
2. Approximately 23% of the student group: English Learners have decreased one ELPI level.
3. Less than 1% of the student group: English Learners have maintained the ELPI of level 4.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NA CMS Grades 5-8
2. NA CMS Grades 5-8
3. NA CMS Grades 5-8

School and Student Performance Data

Academic Engagement Chronic Absenteeism

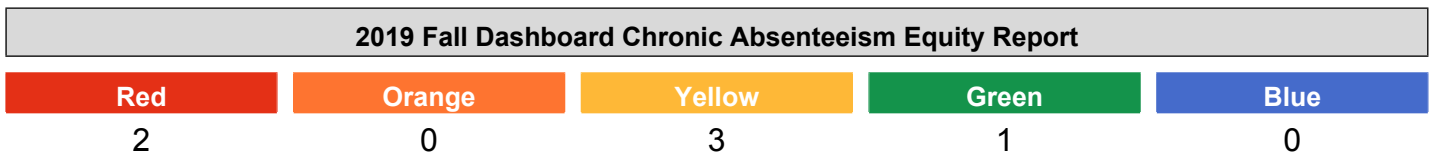
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 12.1 Declined -2.8 589	<p>English Learners</p>  Green 5.9 Declined Significantly -8 153	<p>Foster Youth</p>  No Performance Color 23.1 Declined -3.2 13
<p>Homeless</p>  No Performance Color 14.3 14	<p>Socioeconomically Disadvantaged</p>  Yellow 12.5 Declined -2.9 559	<p>Students with Disabilities</p>  Red 21.3 Increased +2.5 61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 23.4 Increased +1.8 64	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 10.9 Declined -1.7 403	 No Performance Color 10.3 Declined -3.4 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 10.2 Declined -7.4 88

Conclusions based on this data:

1. Chronic Absenteeism for the student group: All Students declined by approximately 3%. (Continued for 2020-2021)
2. The following student groups also declined in percentage points from standard: Foster Youth, Socioeconomically Disadvantaged, Hispanic, Two or More Races, and White. (Continued for 2020-2021)
3. Chronic Absenteeism for the following students groups, increased: Students With Disabilities and African American. (Continued for 2020-2021)

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. NA CMS Grades 5-8
2. NA CMS Grades 5-8
3. NA CMS Grades 5-8

School and Student Performance Data

Conditions & Climate Suspension Rate

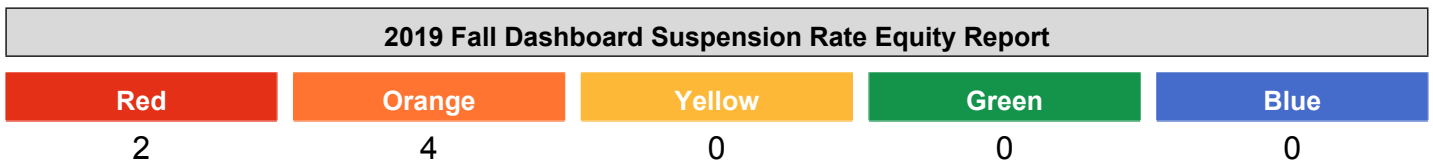
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 6.2 Increased +2.5 616	<p>English Learners</p>  Orange 5.1 Increased +2.6 157	<p>Foster Youth</p>  No Performance Color 13.3 Increased +8.8 15
<p>Homeless</p>  No Performance Color 6.7 Increased +6.7 15	<p>Socioeconomically Disadvantaged</p>  Orange 6.2 Increased +2.3 583	<p>Students with Disabilities</p>  Red 14.5 Increased +11.1 62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16.9 Increased +10.5 71	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.6 Increased +0.6 418	 No Performance Color 13.8 Increased +10.3 29	 No Performance Color Less than 11 Students - Data 2	 Orange 6.5 Increased +1.7 93

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
3.6	3.7	6.2

Conclusions based on this data:

1. The rate of suspension has increased for all student groups ranging from +.06-+10.5 (Continued for 2020-2021)
2. The rate of suspension for the following students groups has the highest rate of increase: Foster Youth (+8.8), Homeless (+6.7), Students With Disabilities (+11.1), African American (+10.5), and Two or More Races (+10.3). (Continued for 2020-2021)
3. The rate of suspension nearly doubled in 2019 going from 3.7 in 2018 to 6.2 in 2019. (Continued for 2020-2021)

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

Student Achievement

LEA/LCAP Goal

Goal 1: Provide all students with an educational program that will increase the academic achievement of all students.
 Goal 2: Implement Multi-Tiered System of Support throughout the district to address the academic, social/emotional and behavioral needs of student to reduce the achievement gap.

Goal 1

Provide all students with an educational program that will increase academic achievement for all students.

Identified Need

The results of the English Language Arts/Literacy indicate that while there is a decrease in the overall percentage of students below standard, there are still a significant percentage (between 42%-46%) of students who fall below standard in writing and demonstrating understanding of literacy and non-fictional texts.

The results of the English Language Arts/Literacy indicate that while there is a decrease in the overall percentage of students below standards, there are still a significant percentage (between 31%-39%) of students falling below standard in research/inquiry investigating, analyzing and presenting information as well as those not demonstrating effective communication skills.

There has been a steady decline in enrollment with highly significant amount of students, (approximately 61%) falling below standard, overall in Mathematics. Grade 5 is of particular concerns with an overall of 73% of students falling below standard.

Nearly 70% of all students fall below standard in concepts and procedures, applying mathematical concepts and procedures. Grade 5 is of particular concern with an overall 82% of students falling below standard.

Problem solving and modeling/data analysis and communicating reasoning have an overall percentage of between 52%-61% of students falling below standard, with grade 5 students falling 64%-70% of students falling below standard.

Approximately 30% of the student group: English Learners have decreased one ELPI level. Only 1% of the student group: English Learners have maintained the ELPI of level 4.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Math	2018-2019 All: -88 points, distance from standard EL: -96 points, distance from standard SED: -88 points, distance from standard	Total growth for all = +10 EL: +8 points SED: +10 points SWD: +8 points AA: +10 points HISP: +10 points WHT: +10 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: -142 points, distance from standard AA:-153 points, distance from standard HISP: -86 points, distance from standard WHT: -65 points, distance from standard	
CAASPP ELA	2018-2109 All:-58 points, distance from standard EL: -72 points, distance from standard SWD: -110 points, distance from standard AA: -120 points, distance from standard HISP:-55 points, distance from standard SED: -58 points, distance from standard WHT:-46 points, distance from standard	Total growth for all = + 7 points EL: +10 points SWD: +23 points AA: +25 points HISP: +10 points SED: +7 points WHT: +10 points
i-Ready Diagnostic Assessments - Reading 2022-23	Reading Diagnostic 3 All: 8% at grade level EL: 1% at grade level SWD:0% AA: 16% at grade level	i-Ready Diagnostic 3 All: 25% EL: 25% SWD: 5% AA: 25%
i-Ready Diagnostic Assessments 1-3 - Math 2022-23	Math Diagnostic 3 All: 3% at grade level EL: 1% at grade level SWD: 0% at grade level AA: 0% at grade level	i-Ready Diagnostic 3 All: 10% at grade level EL: 20% at grade level SWD: 5% AA: 20% at grade level

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

Continue to focus on Essential Standards in ELA with faculty revising pacing guides and adjusting lesson plans so that they align monthly/yearly as well as vertically and horizontally. This will be a process that takes place multiple times during the year, i during grade level and department collaboration and student free days provided by the District. The CMS faculty will work with a consultant, as needed.

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)

3000

Source(s)

Comprehensive Support and Improvement (CSI)

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

Continue to focus on Essential Standards in Math with faculty revising pacing guides and adjusting lesson plans so that they align monthly/yearly as well as vertically and horizontally. This will be a process that takes place multiple times during the year, i during grade level and department collaboration and student free days provided by the District. The CMS faculty will work with a consultant, as needed.

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)

3000

Source(s)

Comprehensive Support and Improvement (CSI)

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

Implement Small Group Instruction in classrooms, at least two times a week during core instruction. Staff will receive professional development on implementing small group instruction.

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)

4500

Source(s)

Title I Part A: Allocation

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 iReady data, students will be identified for after school intervention; each round of intervention will be 3 days per 6 weeks and provide standards based instruction in both reading and 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)

10000

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and Long Term English Learners

Strategy/Activity

Provide professional development for teachers that focus on effectively implement visible learning (teacher clarity) and the social/emotional needs of 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)

Source(s)

LCFF

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

Implement collaboration: schools will provide time for additional collaboration that include data analysis, planning of standards based lessons and identification of strategies that support diverse learners.

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)

2000

Source(s)

Title I Part A: Allocation

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 supplementary instructional, standards based materials that will be used to scaffold instruction or through intervention in Tiers 1-3.

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)

2000

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

SWD and Students Identified for Intervention

Strategy/Activity

CMS will implement a learning center to implement practices that will provide students with wrap around services that will support their access to grade level standards and age appropriate peer interactions.

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)

1000

Source(s)

Title I Part A: Allocation

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2021-22

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.

During the 21-22 school year the District TOSA worked with the social studies and science teachers to develop an understanding of how small group instruction could be implemented. Due to COVID restrictions small group instruction was not implemented as planned

The TOSA also worked with social studies and ELA teachers to identify essential ELA standards that could be taught through both classes

During the 2021-2022 school year, many students were behind academically and in the area of SEL. Some CMS Teachers provided after school tutoring 2 days per week. Students also participated in tutoring through PESA, contracted through the district. The results of the impact of tutoring is not conclusive since there were many disruptions to the process. During the 22-23 school data will be collected to determine if students receiving tutoring is impactful.

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

Due to COVID some of the strategies in the plan were not able to be implemented fully or at all. The District also received one time funding that was used to provide many of the services for students at CMS. Therefore Title 1 funds that were identified for the 21-22 school plan were not fully expended.

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.

CMS continues to work on revising pacing guides using essential standards in ELA and Math, as well as increasing small group instruction in the classroom.

CMS develop lesson plans that embed that are standards based and reflect training in teacher clarity.

CMS will provide a Learning Center to offer intensive intervention as well as intervention for English learners who are not reclassifying

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

School Climate

LEA/LCAP Goal

Implement Multi- Tiered System of Support throughout the district to address the academic ,social/emotional and behavioral needs of students to reduce the achievement gap

Goal 2

Fully implement Capturing Kids Hearts, PBIS and social and emotional learning activities

Identified Need

While the following student groups, according to the data related to Chronic Absenteeism declined in percentage points from standard: Foster Youth, Socioeconomically Disadvantaged, Hispanic, Two or More Races, and White, Chronic Absenteeism for the following students groups, increased: Students With Disabilities and African American.

The rate of suspension has increased for all student groups ranging from +.06-+10.5. The rate of suspension for the following students groups has the highest rate of increase: Foster Youth (+8.8), Homeless (+6.7), Students With Disabilities (+11.1), African American (+10.5), and Two or More Races (+10.3). The rate of suspension nearly doubled in 2019 going from 3.7 in 2018 to 6.2 in 2019.

This data reflects 2019-2020. During the pandemic, no students at CMS were suspended.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	12% Internal (66 students) SWD: CA Dashboard: Orange AA: CA Dashboard: Orange	Internal Chronic Absenteeism Rate: 6% SWD: CA Dashboard Yellow AA: CA Dashboard Yellow
Suspension Rate	6% Internal Suspension Rate CA Dashboard: Orange SWD: CA Dashboard: Red AA: CA Dashboard: Red WHT: CA Dashboard: Red	Internal Suspension Rate: 3% CA Dashboard: Yellow SWD: CA Dashboard: Orange AA: CA Dashboard: Orange WHT: CA Dashboard: Orange
Attendance Rate	90.18% Chronic Absenteeism All: 46% EL: 50% SWD: 55%	95.22% Chronic Absenteeism: All: EL: SWD:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	AA: 58%	AA:

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

Implement specific strategies from CKH in all classrooms with fidelity

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)

2500

Source(s)

Title I Part A: Allocation

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

Design and implement a tiered SST Process: SST Tier 1 Coordinator: PLC at grade level to talk about students at the Pre-SST stage and develop targeted intervention to provide a rapid response to academic need, district liaison to MTSS, SST Tier 2 Coordinator: SST Online. Provide support for teachers in the form of Professional Development about the SST process and how to use SST Online by the SST 1 and SST 2 Coordinators, School Counselor, School Psychologist and VP,

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)

2500

Source(s)

Title I Part A: Allocation
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

PESA will provide therapeutic support for CMS students that is both reactive and proactive in relation to trauma stress and other events that can trigger mental health related events in a school setting, through the use of Social Worker or Social Work Interns, practicing under the Direction of a credentialed PESA Social Worker, three days 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)

25000

Source(s)

Title I Part A: Allocation

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

Continue to expand Noon Duty/Supervisor hours from 3.0 to 3.75 in order to address any gaps in coverage for student supervision during the passing periods at CMS.

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)

3000

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries

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

Design and implement a Tier 2 and Tier 3 support system, as an alternative to suspension, through the use of the CMS School Counselor, CMS School Psychologist, PESA Social Worker and PESA Social Worker or Social Work Interns.

The School Counselor and School Psychologist will develop counseling groups to address anger management

A clearly defined referral process to the CMS School Counselor will be designed and implemented. The CMS School Counselor and School Psychologist will schedule and publish the times that they will provide individual and group therapeutic support throughout the day in addition to being available to provide support during a student crisis.

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)

5000

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures

5000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries

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

PESA will facilitate a Leadership Team comprised of students and some staff. That Leadership Team will be the founding members of clubs on campus at CMS.

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)

5000

LCFF

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

CMS will implement a system of positive behavior support that will ensure that all students understand and can follow the school wide behavioral expectations.

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)

3000

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide coaching to CMS/CKH leadership team and new staff so that Capturing Kids Hearts can be implemented successfully

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)

5000

Source(s)

Title I Part A: Allocation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

CMS will implement Play Works in order to provide structure activities for students during lunch and nutrition

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)

5000

Source(s)

Title I Part A: Allocation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Incentives for attendance to support the implementation of PBIS

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)

9000

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 school year, due to the return after the pandemic, many of the intended therapeutic support was implemented but on a much larger scale than anticipated; providers (PESA, counselor, etc.) were in triage mode most of the year and it was challenging to be proactive and provide SEL classes, etc..

During the 2021-2022 school year, PESA shifted back from virtual to in-person support and geared classes and presentations on behavior issues and staff needs observed.

Topics ranged from internet safety, and extended learning opportunities and Anger Response Training.

With the expansion of Noon Duty hours to 3.75, it was noted that there was sufficient coverage for both the Wilsona Elementary School Campus, which houses grade 5, as well as the main Challenger Middle School Campus to have appropriate supervision during breakfast, nutrition, lunch and passing periods. This was an effective strategy, however, it is difficult to determine the effectiveness of the extended coverage as the bulk of discipline issues continue to occur during nutrition and lunch. Noon duties received training from PlayWorks in an effort to improve interaction with students.

During the 2021-2022 the SST Coordinator provided professional development during staff meetings regarding online SST..

During the 2021-2022 school year, CMS site administrators, teachers, and the school counselor participated in CKH Process Champions and Traction. The site administrator participated in monthly cohort meetings. Limited data regarding the effectiveness of the implementation of CKH practices as behavior was intense, due to returning from the pandemic.

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

In the previous year and SPSA, funding allocated to increase Noon Duty hours was increased from \$2,500.00 to \$3,000.00 anticipating in-person instruction during the 2021-2022 school year.

Funding was been increased to \$2500.00 to support a social work intern working under the direction of a licensed social worker, or a social worker to be on campus three days a week (Tuesday, Thursday and Friday) from 9:30am-2:00pm and, for the 2021-2022 school year

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

CMS will develop a systematic process for implementing social/emotional and behavior supports for students using both school staff and external vendors.

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

Increasing Parent Leadership and Involvement.

LEA/LCAP Goal

Goal 4: Increase parent and community involvement to create strong home/school/community partnerships.

Goal 3

CMS will develop partnerships with parents, families and other members of the community to provide coordinated support for all students

Identified Need

As a result of parent surveys and needs assessments, it was determined that parents felt strongly that increased communication was needed, translation should be available onsite, and that the Wilsona School District and Challenger Middle School should develop an easier way for parents to become volunteers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Establish a baseline	Increased parent engagement.
Increased parent involvement	Establish a baseline of parents who participate in parent surveys, attend parent conferences, attend student/parent workshops, volunteer and attend PTSO, ELAC and SSC.	Increased parent participation in leadership and volunteer roles.

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

Actively recruit parent members for site leadership committees such as SSS and ELAC. Provide childcare and translation services for parents attending site leadership committees.

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)

1000

Source(s)

Title I Part A: Allocation

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

PESA will provide in-person, interactive parent presentations, specific to the needs of middle school parents and students, with a focus on making a successful transition to secondary and post secondary education, monthly.

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)

5000

Source(s)

Title I Part A: Allocation

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

Parents will be encouraged and included in leadership roles through involvement in committees such as the District Leadership Team, the Parent Advisory, School Site Councils and the District English Language Advisory Committee; to increase their leadership skills, training will be provided.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

A parent ambassador will work with the District community liaison and the Social/Emotional Learning Specialist to ensure that parents receive current information and support for coordinating services.

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)

1000

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 school year, CMS continued a limited social media presence through platforms such as Face Book, the CMS website, and an app called Talking Points. All school information, including the principal's weekly message is posted in English and Spanish to multiple social media platforms. Parents also received phone calls and emails related to all important school information.

PESA presented parent workshops on the following topics: Internet Safety.

COVID-19 restrictions were gradually lifted however family involvement on the school campus remained limited

Because of COVID 19 restrictions lifted towards the end of the year, CMS was able to host Open House and Promotion, important family activities.

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

During the 2021-2022 school year, PESA provided in-person parent counseling and online parent presentations, specific to the needs of middle school parents and students, with a focus on making a successful transition to secondary and post secondary education, monthly.

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.

Actions from the previous plan will continue.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$172,442.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$6,000.00
Title I Part A: Allocation	\$72,500.00

Subtotal of additional federal funds included for this school: \$78,500.00

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 (\$)
LCFF	\$15,000.00
LCFF - Supplemental	\$9,000.00

Subtotal of state or local funds included for this school: \$24,000.00

Total of federal, state, and/or local funds for this school: \$102,500.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	6,000.00
LCFF	15,000.00
LCFF - Supplemental	9,000.00
Title I Part A: Allocation	72,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	30,000.00
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	6,000.00
	LCFF	15,000.00
	LCFF - Supplemental	9,000.00
	Title I Part A: Allocation	27,000.00
	Title I Part A: Allocation	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,500.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,500.00
Goal 2	70,000.00
Goal 3	7,000.00

School Site Council Membership

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

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

Name of Members	Role
Donnell Mayberry	Principal
Susan Gregory	Other School Staff
Mary Hanna	Classroom Teacher
Eric Gray	Secondary Student
Cindy Serratos	Parent or Community Member
Doris Marquez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on We did not have a quorum..

Attested:

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder 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 **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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