

### SPSA Plan Type

Schoolwide Program

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gladstone Middle School	19642791933449	May 15, 2024	

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

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

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

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

This plan is being used by Gladstone Middle School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

## SPSA Plan Type

Schoolwide Program

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need, we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LCFF. The LCFF provides schools and the Local Educational Agency (LEA) 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.

## Educational Partner Involvement

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

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

The SSC consists of the principal, elected members including four classroom teachers, one additional elected staff member, three elected students and three elected parents/community members. SSC meets multiple times per year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action strategies for effectiveness and makes recommendations based on the data provided during the reviews.

## Resource Inequities

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

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

## Comprehensive Needs Assessment Components

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

### **California School Dashboard (Dashboard) Indicators**

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

The current California Dashboard is not reflective of GMS data.

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

The current California Dashboard is not reflective of GMS data.

### **Other Needs**

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

The current California Dashboard is not reflective of GMS data.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.0%	1.32%	1.11%	10	13	7
Asian	1.1%	1.42%	1.11%	11	14	7
Filipino	1.1%	1.22%	1.59%	11	12	10
Hispanic/Latino	94.1%	93.49%	94.12%	926	919	592
Pacific Islander	%	%	0%		0	0
White	1.9%	1.73%	1.59%	19	17	10
Multiple/No Response	0.6%	0.61%	0.32%	6	6	2
<b>Total Enrollment</b>				984	983	629

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	260	244	
Grade 10	276	254	221
Grade 11	238	236	178
Grade 12	210	249	230
<b>Total Enrollment</b>	984	983	629

#### Conclusions based on this data:

1. There is no data for Gladstone Middle School (GMS).

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	162	181		16.5%	18.4%	
Fluent English Proficient (FEP)	481	461		48.9%	46.9%	

### Conclusions based on this data:

1. There is no current data for GMS.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	232	222	165	0	210	156	0	210	156	0.0	94.6	94.5
All Grades	232	222	165	0	210	156	0	210	156	0.0	94.6	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2559.	2566.		17.14	20.51		28.57	25.64		24.76	27.56		29.52	26.28
All Grades	N/A	N/A	N/A		17.14	20.51		28.57	25.64		24.76	27.56		29.52	26.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.29	15.38		53.33	62.18		32.38	22.44
All Grades		14.29	15.38		53.33	62.18		32.38	22.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.90	26.28		52.86	46.79		25.24	26.92
All Grades		21.90	26.28		52.86	46.79		25.24	26.92

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		12.38	12.82		67.14	69.23		20.48	17.95
<b>All Grades</b>		12.38	12.82		67.14	69.23		20.48	17.95

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>		14.29	21.15		65.71	62.18		20.00	16.67
<b>All Grades</b>		14.29	21.15		65.71	62.18		20.00	16.67

**Conclusions based on this data:**

1. There is not current data for GMS.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	232	222	164	0	212	161	0	212	161	0.0	95.5	98.2
All Grades	232	222	164	0	212	161	0	212	161	0.0	95.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2507.	2491.		4.25	6.21		14.15	8.07		25.00	13.04		56.60	72.67
All Grades	N/A	N/A	N/A		4.25	6.21		14.15	8.07		25.00	13.04		56.60	72.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.08	9.32		42.92	23.60		50.00	67.08
All Grades		7.08	9.32		42.92	23.60		50.00	67.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.55	6.21		58.49	54.66		33.96	39.13
All Grades		7.55	6.21		58.49	54.66		33.96	39.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.72	8.07		67.45	52.17		27.83	39.75
All Grades		4.72	8.07		67.45	52.17		27.83	39.75

**Conclusions based on this data:**

1. There is not current data for GMS.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1528.5	1535.5		1527.3	1531.8		1529.3	1538.6		62	56	
10	1513.2	1534.3	1579.1	1503.8	1531.5	1570.0	1522.0	1536.7	1587.7	36	54	40
11	1560.5	1518.0	1550.0	1560.2	1506.8	1526.1	1560.3	1528.7	1573.3	27	32	40
12	1542.8	1557.0	1516.8	1537.5	1550.7	1499.9	1547.8	1562.7	1533.2	24	26	35
All Grades										149	168	115

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.00	20.00		35.00	29.09		33.33	25.45		26.67	25.45		60	55	
10	0.00	14.81	47.50	29.41	33.33	30.00	41.18	29.63	10.00	29.41	22.22	12.50	34	54	40
11	16.67	6.25	20.00	29.17	28.13	37.50	41.67	34.38	15.00	12.50	31.25	27.50	24	32	40
12	13.04	23.08	17.14	39.13	38.46	20.00	34.78	15.38	22.86	13.04	23.08	40.00	23	26	35
All Grades	7.09	16.17	28.70	33.33	31.74	29.57	36.88	26.95	15.65	22.70	25.15	26.09	141	167	115

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.33	25.45		33.33	32.73		31.67	21.82		11.67	20.00		60	55	
10	11.76	29.63	40.00	38.24	35.19	37.50	32.35	16.67	10.00	17.65	18.52	12.50	34	54	40
11	25.00	25.00	27.50	54.17	37.50	32.50	8.33	3.13	17.50	12.50	34.38	22.50	24	32	40
12	34.78	57.69	25.71	34.78	15.38	17.14	21.74	7.69	20.00	8.70	19.23	37.14	23	26	35
All Grades	22.70	31.74	31.30	38.30	31.74	29.57	26.24	14.37	15.65	12.77	22.16	23.48	141	167	115

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.00	3.64		6.67	20.00		45.00	40.00		43.33	36.36		60	55	
10	0.00	1.85	32.50	8.82	18.52	22.50	38.24	48.15	32.50	52.94	31.48	12.50	34	54	40
11	12.50	3.13	12.50	8.33	6.25	40.00	45.83	40.63	15.00	33.33	50.00	32.50	24	32	40
12	4.35	11.54	0.00	17.39	30.77	20.00	56.52	34.62	31.43	21.74	23.08	48.57	23	26	35
All Grades	4.96	4.19	15.65	9.22	18.56	27.83	45.39	41.92	26.09	40.43	35.33	30.43	141	167	115

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.72	9.09		60.34	60.00		37.93	30.91		58	55	
10	0.00	3.70	25.00	52.94	64.81	57.50	47.06	31.48	17.50	34	54	40
11	12.50	3.13	5.00	70.83	56.25	57.50	16.67	40.63	37.50	24	32	40
12	0.00	15.38	2.86	73.91	50.00	40.00	26.09	34.62	57.14	23	26	35
All Grades	2.88	7.19	11.30	62.59	59.28	52.17	34.53	33.53	36.52	139	167	115

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.00	65.45		26.67	7.27		8.33	27.27		60	55	
10	58.82	72.22	80.00	26.47	7.41	7.50	14.71	20.37	12.50	34	54	40
11	66.67	62.50	75.00	29.17	9.38	2.50	4.17	28.13	22.50	24	32	40
12	73.91	73.08	57.14	17.39	7.69	5.71	8.70	19.23	37.14	23	26	35
All Grades	65.25	68.26	71.30	25.53	7.78	5.22	9.22	23.95	23.48	141	167	115

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.33	9.09		36.67	41.82		60.00	49.09		60	55	
10	5.88	5.56	35.00	32.35	51.85	47.50	61.76	42.59	17.50	34	54	40
11	8.33	3.13	15.00	41.67	31.25	45.00	50.00	65.63	40.00	24	32	40
12	8.70	15.38	2.86	52.17	42.31	42.86	39.13	42.31	54.29	23	26	35
All Grades	5.67	7.78	18.26	39.01	43.11	45.22	55.32	49.10	36.52	141	167	115

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1.69	0.00		72.88	74.55		25.42	25.45		59	55	
<b>10</b>	0.00	0.00	5.00	79.41	72.22	85.00	20.59	27.78	10.00	34	54	40
<b>11</b>	16.67	6.25	17.50	75.00	59.38	57.50	8.33	34.38	25.00	24	32	40
<b>12</b>	17.39	26.92	11.43	69.57	53.85	42.86	13.04	19.23	45.71	23	26	35
<b>All Grades</b>	6.43	5.39	11.30	74.29	67.66	62.61	19.29	26.95	26.09	140	167	115

**Conclusions based on this data:**

1. There is no current data for GMS.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>629</b>	<b>92.5</b>	<b>21.5</b>	<b>0.5</b>
Total Number of Students enrolled in Gladstone Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	21.5
Foster Youth	3	0.5
Homeless	48	7.6
Socioeconomically Disadvantaged	582	92.5
Students with Disabilities	107	17

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1
Asian	7	1.1
Filipino	10	1.6
Hispanic	592	94.1
Two or More Races	2	0.3
White	10	1.6

### Conclusions based on this data:

1. There is no current data for GMS.

# School and Student Performance Data

## Overall Performance







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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Blue		
<b>College/Career</b> Medium		

**Conclusions based on this data:**

1. There is no data yet for GMS.



# School and Student Performance Data

## Academic Performance English Language Arts

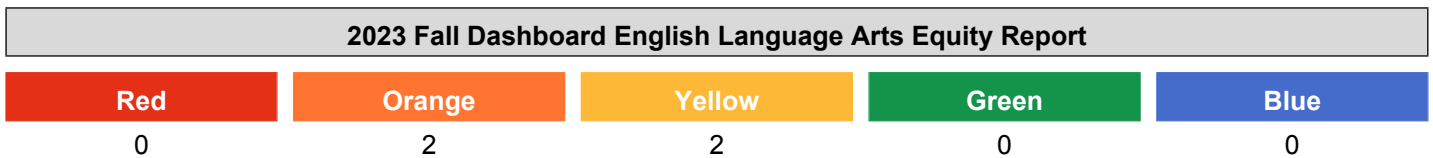
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 15.8 points below standard Increased +6 points 153 Students	<b>English Learners</b>  Orange 113.9 points below standard Increased Significantly +28.6 points 40 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 122.9 points below standard Decreased Significantly -61.7 points 13 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 18.9 points below standard Increased +5.1 points 139 Students	<b>Students with Disabilities</b>  Orange 139.8 points below standard Increased Significantly +25.3 points 35 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 17.9 points below standard Increased +6.3 points  145 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
143 points below standard Increased Significantly +52.5 points  31 Students	Less than 11 Students  9 Students	3.5 points above standard Increased Significantly +20.9 points  45 Students

**Conclusions based on this data:**

1. There is no current data for GMS.

# School and Student Performance Data

## Academic Performance Mathematics

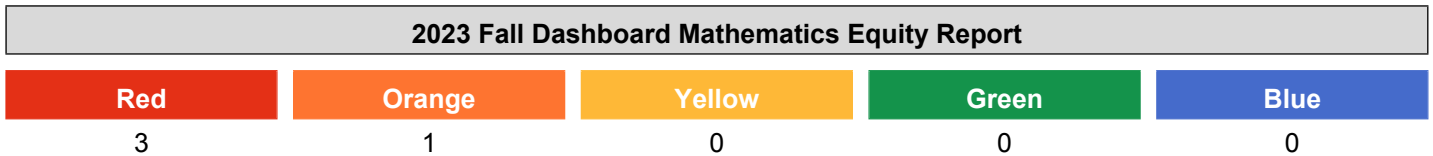
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 131.3 points below standard Decreased -14.5 points 153 Students	<p><b>English Learners</b></p>  Red 221 points below standard Maintained -1.1 points 40 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>214.7 points below standard Decreased Significantly -47.5 points 13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 135.4 points below standard Decreased -13.2 points 139 Students	<p><b>Students with Disabilities</b></p>  Orange 231 points below standard Increased Significantly +22.4 points 35 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 134.7 points below standard Decreased Significantly - 15.7 points 145 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
240.3 points below standard Increased +4.4 points  31 Students	Less than 11 Students  9 Students	113.8 points below standard Maintained +0.6 points  45 Students

**Conclusions based on this data:**

1. There is no current data for GMS.

# School and Student Performance Data

## Academic Performance English Learner Progress

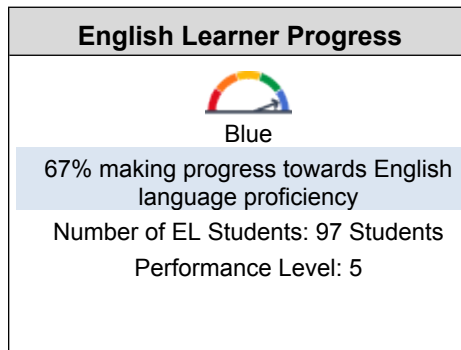
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	26	0	62

#### Conclusions based on this data:

1. There is no current dashboard data for GMS.

# School and Student Performance Data

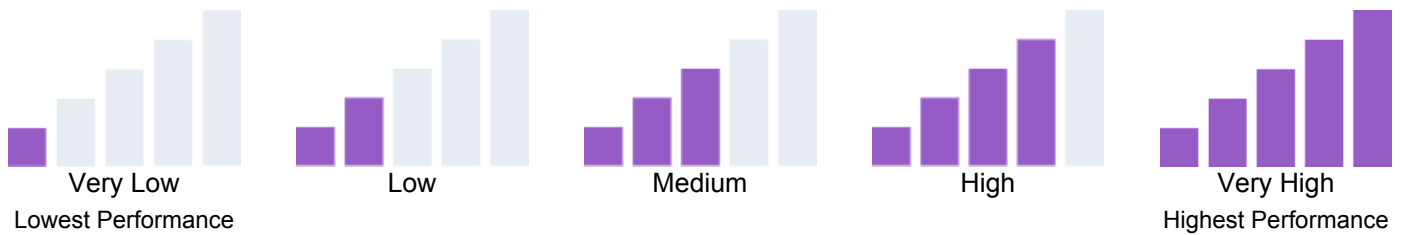
## Academic Performance College/Career Report

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

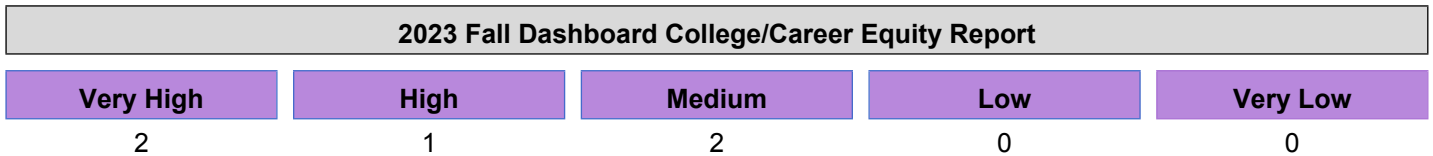
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

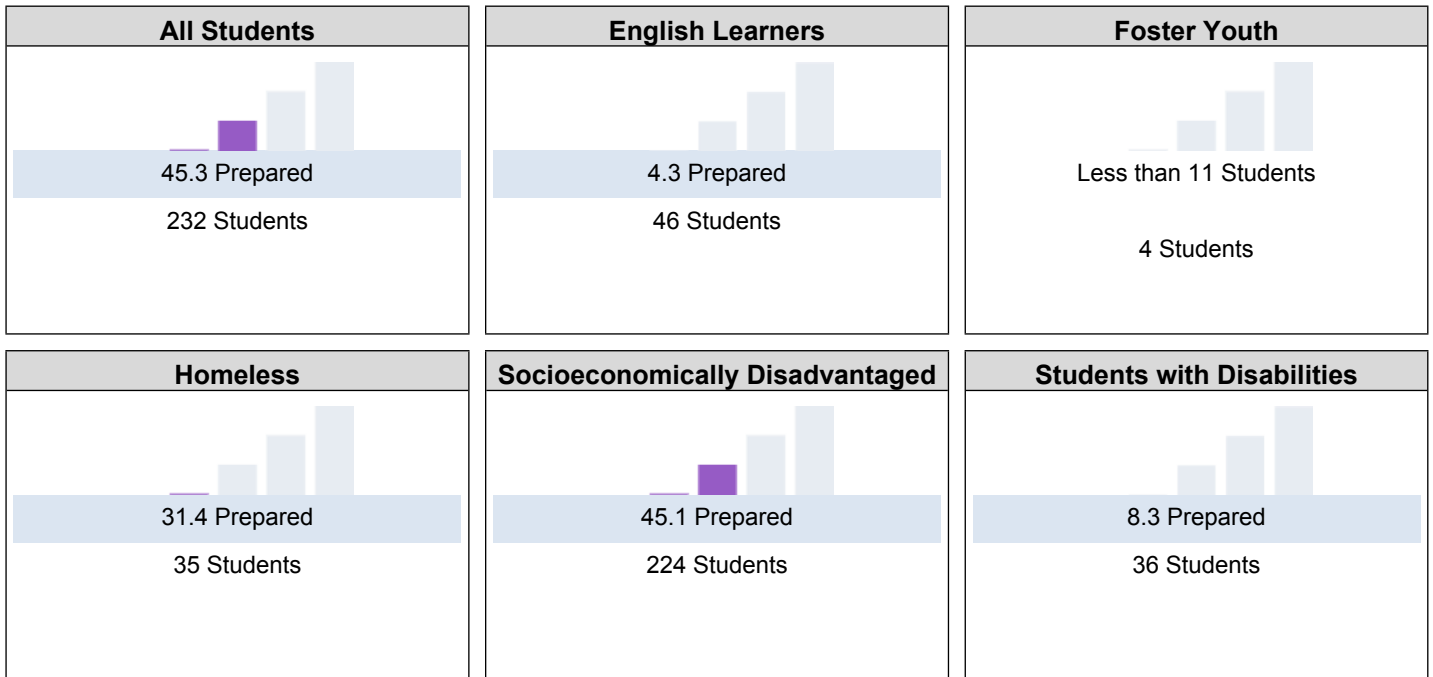


This section provides number of student groups in each level.

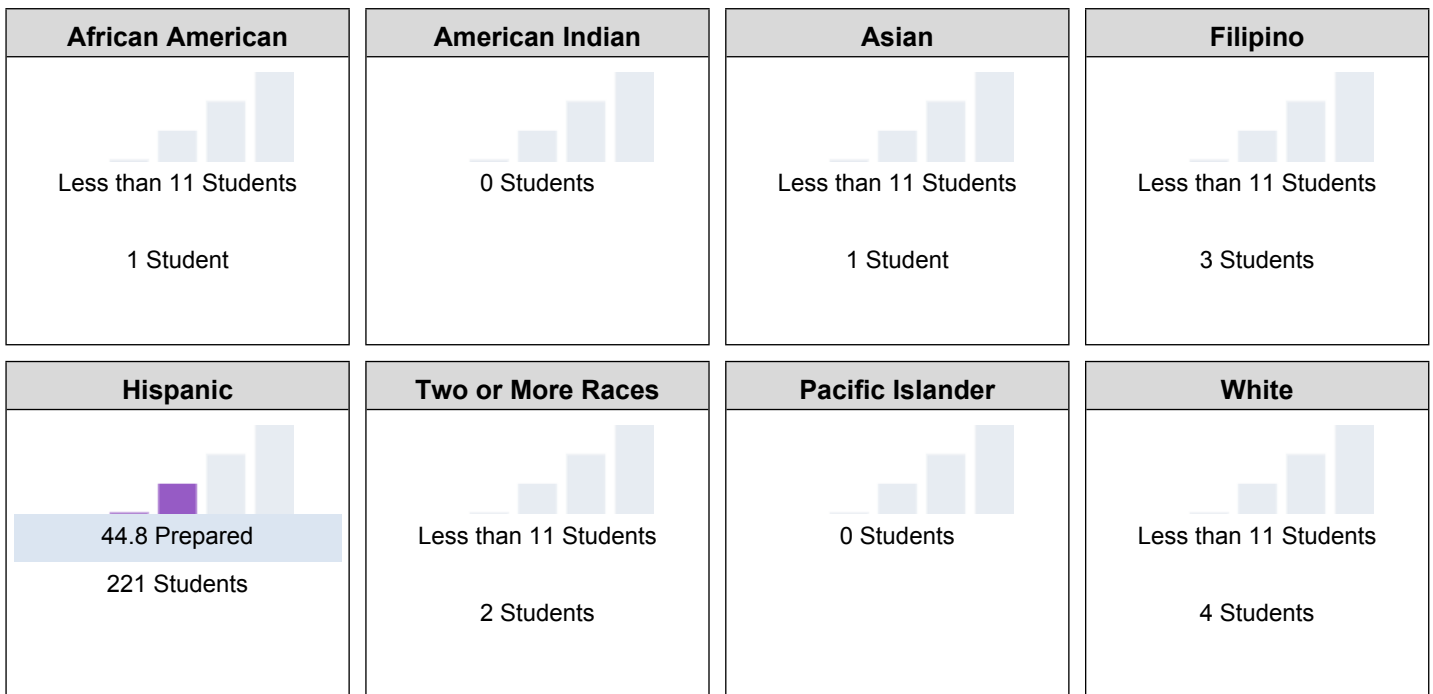


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. There is no dashboard data for GMS.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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



This section provides number of student groups in each level.











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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students



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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. There is no dashboard data for GMS.

# School and Student Performance Data

## Academic Engagement Graduation Rate

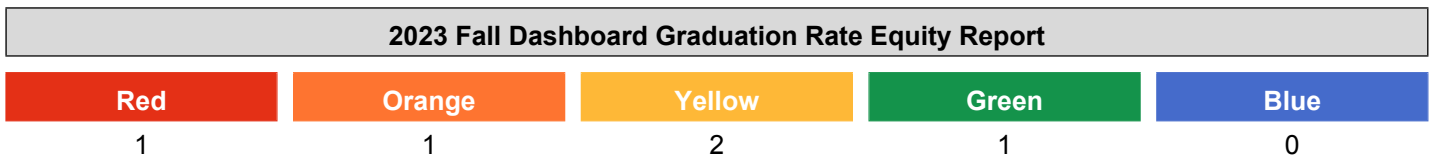
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Yellow 89.4% graduated Maintained 0.2 235 Students	<b>English Learners</b>  Red 60.4% graduated Decreased Significantly -5.4 48 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b>  Orange 77.1% graduated Decreased -1 35 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 89.4% graduated Maintained 0.3 227 Students	<b>Students with Disabilities</b>  Green 81.6% graduated Increased Significantly 5 38 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">89.3% graduated</p> <p align="center">Maintained 0.6</p> <p align="center">224 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>

**Conclusions based on this data:**

1. There is no dashboard data for GMS.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

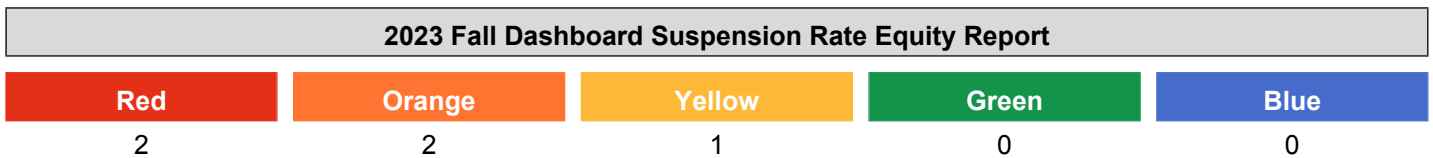
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Red 7.9% suspended at least one day Increased Significantly 3.5 692 Students	<p><b>English Learners</b></p>  Orange 8.3% suspended at least one day Maintained 0.2 156 Students	<p><b>Foster Youth</b></p> <p>54.5% suspended at least one day</p> <p>Increased 14.5 11 Students</p>
<p><b>Homeless</b></p>  Red 16.7% suspended at least one day Increased 10.1 60 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 8% suspended at least one day Increased 2.9 628 Students	<p><b>Students with Disabilities</b></p>  Yellow 8.7% suspended at least one day Declined -1.4 126 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>7.8% suspended at least one day</p> <p>Increased Significantly 3.5 652 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 10 Students</p>

**Conclusions based on this data:**

1. There is no dashboard data for GMS.

# Annual Review

**SPSA Year Reviewed: 2023-24**

## Subject

English Language Arts and Math Progress

## Goal 1

By June 2024, all GMS students, including all significant subgroups will increase scoring at or above grade level proficiency in both ELA and math on the California Assessment of Student Performance and Progress (CAASPP) assessment. Additionally, GMS will reduce the number of points below standard by at least 5 points in the area of ELA and math as assessed by the CA Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math CA Dashboard Data	Reduce the number of points below standard by at least 5 points.	Dashboard is not reflective of GMS data.
ELA Proficiency as measured by the state assessment	As a new middle school, the goal would be to maintain the average of the three schools at 42% proficient overall.	Dashboard is not reflective of GMS data
Math Proficiency as measured by the state assessment	As a new middle school, the goal would be to maintain the average of the three schools at 20% proficient overall.	Dashboard is not reflective of GMS data

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.

Departments worked in Professional Learning Communities (PLCs) and we will continue with that next year. We will also continue to leverage our success coaches for ELA and math intervention for struggling students.

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

Most of the implementation was evident and in place; however, although the funding was allocated, not all the funds were used.

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

There will be more funding allocated for staff training and additional support for each grade level (i.e., success coaches and materials and supplies)

# Annual Review

**SPSA Year Reviewed: 2023-24**

## Subject

English Learner Progress

## Goal 2

By June 2024, English learners will decrease below standard points by 5 points in both ELA and math as measured by the state assessment and CA Dashboard. Additionally, 60% of students will be expected to make progress toward English language proficiency, and at least 15% of English learners will reclassify.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English learner performance on math state assessment	Middle schools, on average, scored 141.7 points below standard. The expected outcome is to decrease the number of points below standard by at least 5 points.	Dashboard is not reflective of GMS data.
English learner progress on ELPAC as measured by the CA Dashboard	60% of English learners will make progress toward English language proficiency.	The English learner progress is not reflected in the CA Dashboard for this current year.
English learner progress toward reclassification	Based on 2022-2023 data, the expected outcome is for at least 15% of English learners to reclassify.	Currently 27.60% of English learners were able to reclassify during the 2023-2024 school year.
English learner percent proficient on ELA and Math state assessments	Increase of 3% in both ELA and math.	Dashboard is not reflective of GMS data.

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.

An ELA/ELD teacher was paid an overload to provide an extra teaching section to accommodate our newcomer students. In addition, bilingual instructional aides were given extra hours to assist in classes where newcomer support was needed.

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

Most of the implementation was evident and in place; however, although the funding was allocated, not all the funds were used.

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.

With the support of District Teachers on Special Assignment (TOSAs), all the GMS teachers will be trained in integrated ELD training.



# Annual Review

**SPSA Year Reviewed: 2023-24**

## Subject

Learning Environment and School Climate

## Goal 5

By June 2024, the learning environment and school climate will improve for all students as evidenced by a reduction in suspension rate and chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Indicators on CA Dashboard	The average chronic absenteeism rate for the three middle schools is 31.2%. GMS expects to reduce chronic absenteeism by 8%.	Dashboard is not reflective of GMS data. However, internal attendance data shows that GMS average for chronic absenteeism is on average 15%.
Conditions and Climate Suspension Indicators on CA Dashboard	Reduce the suspension indicator to Medium overall for GMS with less than 6% suspended.	Dashboard is not reflective of GMS data.

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.

Using local attendance data, the GMS counselors spoke to chronically absent students to discuss the importance of attendance and how coming to school will ensure their attendance increase above 90%. In addition, the community liaison made home visits with a counselor or school administrator to the students who are chronically absent. Students who violate an education code are referred to counseling via Western Justice and/or 2nd Call, the Well Being Center, or placed in an alternative setting in lieu of a suspension or expulsion.

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

GMS fell short of utilizing its allocated budget.

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

There will be a focus to increase EL student attendance. More hours will be allocated for the counselor who advises the English learner students to encourage and motivate the students to attend school. The site will use the CA Dashboard and Aeries analysis. This can be found in Goal 5: Planned Improvements.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Proficiency in Reading/Language Arts and Mathematics

By June 2025, all GMS students, including all significant subgroups will increase scoring at or above grade level proficiency in both ELA and math on the CAASPP assessment. Additionally, GMS will reduce the number of points below standard by at least 5 points in the area of ELA and math as assessed by the CA Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- AUSD will ensure growth and achievement for all students on California State Standards.

### Identified Need

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

GMS will be in its second year as the only middle school in AUSD. The need for growth in 2024-2025 will be based on low and very low indicators of student performance in both the ELA and math 2024 state assessments.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CA Dashboard Data	Center-Yellow 37.4 points below standard Foothill- Orange 25.5 points below standard Slauson- Yellow 9.3 points below standard	Reduce the number of points below standard by at least 5 points.
Math CA Dashboard Data	Center- Red 109.5 points below standard Foothill- Red 98.3 points below standard Slauson- Orange 80.7 points below standard	Reduce the number of points below standard by at least 5 points.
ELA proficiency as measured by the state assessment	Center- 40.46 % Foothill- 43.24% Slauson- 48.53%	GMS should
Math proficiency as measured by the state assessment	Center- 14.55% Foothill- 16.66% Slauson- 20.65%	As a new middle school, the goal would be to maintain the average of the three schools.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>GMS will allocate funds for professional learning and collaboration opportunities to support first best instruction. Implementation of PLC's across departments and grade levels will afford opportunities to examine data, common formative assessments and then respond with differentiated instructional plans. Allocated funds will support additional hours for teachers to plan and attend professional development (PLC's, conferences, etc.). As a means to extend the work of teachers and administrators who have been trained by Cali Reads, funds will be set aside for teachers and administration to meet, plan, and implement ongoing literacy support. Funding will be set aside for additional resources, technologies, materials/supplies, and licenses as needed.</p>	Targeted students	<p>9000 Title I 1000-1999: Certificated Personnel Salaries Certificated extra hours</p> <p>2500 Title I 3000-3999: Employee Benefits Benefits for certificated extra hours</p> <p>6654 Title I 4000-4999: Books And Supplies Materials/supplies/licenses</p> <p>9000 Title I 1000-1999: Certificated Personnel Salaries Certificated hours for CaliReads and other leadership PLC extra hours</p> <p>3000 Title I 3000-3999: Employee Benefits Benefits for the above extra hours</p> <p>15000 Title I 4000-4999: Books And Supplies Materials and Supplies</p> <p>5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Contracted Services and licenses</p>

			10000 Title I 5000-5999: Services And Other Operating Expenditures Conferences and other professional development opportunities
1.3	GMS prioritizes the differentiated support of students. Monies will be allocated for this intentional supplemental support. Based on the needs, certificated or classified staff will provide support through tutoring, homework help, etc. with funds allocated for those extra hours. Additionally, monies will support tutoring in Spanish to support EL's, students in DLI and other students that would benefit from tutoring in Spanish. Allocated monies will support the purchase of supplementary materials, supplies, licenses (such as Listenwise, Read 180, etc) for struggling ELA and math students. This year, students that meet the criteria will be supported in an ELA plus class, during the instructional day, with intentional and differentiated literacy support from both a teacher and success coach.	Targeted students	19000 Title I 4000-4999: Books And Supplies Materials/supplies/licensed for targeted support  50000 Title I 1000-1999: Certificated Personnel Salaries Certificated extra hours  10000 Title I 3000-3999: Employee Benefits Benefits for certificated extra hours  10000 Title I 2000-2999: Classified Personnel Salaries Classified extra hours  1000 Title I 3000-3999: Employee Benefits Benefits for classified extra hours  4500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Contracts and materials and supplies
1.4	GMS will actively seek to engage families as a means to increase student achievement. Funds will be set aside for a community liaison to support a school wide parent involvement and education program with an emphasis on increasing student	All Students	14900 Title I 2000-2999: Classified Personnel Salaries

	<p>achievement. The Title I funded community liaison will also work collaboratively with the community schools personnel to support the needs of all students. The community liaison will facilitate communication, engage families, increase communication and support families through in school programming, and coordination with outside providers for student and family support. Also, funds will be allocated for classified additional hours to support parent engagement and home/school communication through various means such as translation. Allocated funds are set aside for programming/consultants to aid parents in how to support their students in various ways and materials and supplies that support and increase the home school achievement as a way to support student achievement (ex. agendas). In an effort to support targeted students in their transition to high school, counselors will provide after hour supplemental support to engage family and students for goal setting on a six year plan to increase student achievement and college and career ready.</p>		<p>Community Liaison Salary (37%)</p> <p>5728 Title I 3000-3999: Employee Benefits Benefits for Community Liaison Salary (37%)</p> <p>3000 Title I 2000-2999: Classified Personnel Salaries Classified extra hours</p> <p>500 Title I 3000-3999: Employee Benefits Benefits for classified extra hours</p> <p>10000 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant contracts for parent engagement</p> <p>19200 Title I 1000-1999: Certificated Personnel Salaries Additional hours for counselors and other certificated staff</p> <p>1600 Title I 3000-3999: Employee Benefits Certificated Benefits</p> <p>2500 LCFF Supplemental 4000-4999: Books And Supplies Agendas, materials and supplies</p>
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### English Learner Progress

By June 2025, English learners will decrease below standard points by 5 points in both English Language Arts and math as measured by the state assessment and CA Dashboard. Additionally, 60% of students will be expected to make progress toward ELA proficiency, and at least 15% of English learners will reclassify.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- AUSD will meet the diverse needs of English learner students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

### Identified Need

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

English learners need research based targeted and intentional support to ensure growth in the areas of reading, writing, speaking, and listening. Data with regard to student achievement for English learners has not kept pace with students who are classified as English only or Reclassified students. It is imperative that GMS focuses on providing the appropriate support to impact student achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English learner performance on ELA state assessment	Center- 78.3 points below standard Foothill- 111.6 points below standard Slauson- 98.7 points below standard	Middle schools, on average, scored 96.2 points below standard. The expected outcome is to decrease the number of points below standard by 5 points.
English learner performance on math state assessment	Center- 139.5 points below standard Foothill- 155 points below standard Slauson- 130.6 points below	Middle schools, on average, scored 141.7 points below standard. The expected outcome is to decrease the number of points below standard by at least 5 points.
English learner Progress on ELPAC as measured by the CA Dashboard	Center- Orange 52.9% making progress Foothill- Green 55.3% making progress Slauson- Yellow 59.1% making progress	60% of English learners will make progress toward English Language proficiency.
English learner Progress toward reclassification	Current reclassification rate for GMS- 27.69%	GMS will maintain this reclassification rate.
English learner percent proficient on ELA and Math state assessments	Center ELA- 10.14% and Math- 2.74% Foothill ELA- 5.13% and Math- 0.00% Slauson- ELA- 11.11% and Math- 0.00%	Increase of 3% in both ELA and math.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>GMS will implement research based instructional strategies to improve English learner academic performance and reclassification rates. The school will ensure EL's are scheduled in an ELD elective and are receiving instruction that aligns with Principle 2 in the EL Roadmap. Schoolwide professional development will also ensure teachers are trained on current practices to ensure integrated ELD. Monies will be set aside for professional development opportunities such as release time with TOSAs, through subs or additional hours. Furthermore, monies will be allocated for resources, materials, supplies, and licenses so that teachers grow professionally and can plan for targeted and differentiated instruction.</p>	English learners	<p>3500 Title I 1000-1999: Certificated Personnel Salaries Subs</p> <p>1000 Title I 3000-3999: Employee Benefits Benefits</p> <p>3500 Title I 1000-1999: Certificated Personnel Salaries Additional hours for certificated professional learning and planning</p> <p>1000 Title I 3000-3999: Employee Benefits Benefits for additional certificated hours for professional learning and planning</p> <p>5000 Title I 4000-4999: Books And Supplies Materials and Supplies for newcomers</p> <p>2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Licenses (example Listenwise)</p> <p>3000 Title I</p>



			<p>5800: Professional/Consulting Services And Operating Expenditures Professional Development</p> <p>2500 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies</p>
1.2	<p>GMS will provide targeted newcomer support to students who have arrived to the United States within three years or less. Students will be assigned a block schedule in which they have ELD and ELA with the same teacher to provide the language and academic support. Funds will be set aside to provide teachers time to work as a PLC to focus on English Learners and engage in cycles of inquiry to ensure student growth and progress. Additional bilingual aides will support comprehensible input and access to curriculum. Monies will be allocated for professional development, subs, and training as needed. Additional hours for classified staff will also be set aside so that they can provide more hourly support or extended school day support.</p>	Newcomers	<p>4000 Title I 1000-1999: Certificated Personnel Salaries Certificated extra hours</p> <p>1000 Title I 3000-3999: Employee Benefits Benefits for certificated extra hours</p> <p>1500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Subs for PLC's and planning of newcomers</p> <p>500 LCFF Supplemental 3000-3999: Employee Benefits Benefits</p> <p>2000 Title I 5000-5999: Services And Other Operating Expenditures EL/Newcomer PD, licenses</p> <p>30998 Title I 2000-2999: Classified Personnel Salaries 2 salaries for bilingual aides</p> <p>2807 Title I 3000-3999: Employee Benefits</p>

				Benefits for 2 salaries for bilingual aides
1.4	GMS will prioritize support for English learners in a number of different ways. Funds will be allocated for bilingual assistants to support comprehensible input and access to curriculum for EL students. Monies will also be allocated for additional support and enrichment for EL's by both classified and certificated staff through such extra support as tutoring and writing clinics. Materials and supplies will be purchased to provide supplementary support.	Targeted bilinguals	emerging	<p>34105 Title I 2000-2999: Classified Personnel Salaries Salaries for two bilingual assistants</p> <p>3081 Title I 3000-3999: Employee Benefits Benefits for 2 bilingual assistants</p> <p>10000 Title I 2000-2999: Classified Personnel Salaries Classified additional hours</p> <p>2000 Title I 3000-3999: Employee Benefits Benefits for classified additional hours</p> <p>10000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated additional hours for targeted support.</p> <p>2000 Title I 3000-3999: Employee Benefits Benefits for certificated additional hours for targeted support.</p> <p>1000 Title I 4000-4999: Books And Supplies Materials and supplies to support English Learners</p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Learning Environment and School Climate

By June 2025, the learning environment and school climate will improve for all students as evidenced by a reduction in suspension rate and chronic absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5-AUSD will ensure safe and restorative school climates.

### Identified Need

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

Center Middle School, Slauson Middle School, and Foothill Middle School were identified for Assisted Targeted Support and Intervention based on chronic absenteeism rates for the special education subgroup. Additionally, all subgroups showed large increases in chronic absenteeism as a result of the pandemic.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism indicators on CA Dashboard	Center- Very High 32.4% Foothill- Very High 35.3% Slauson- Very High 25.8%	The current chronic absenteeism rate for GMS is 14%. GMS expects to reduce chronic absenteeism by 4%.
Conditions and Climate Suspension Indicators on CA Dashboard	Center- Medium- 6% Foothill- High- 9% Slauson- Medium- 6.9%	The current suspension rate for GMS 10%. GMS expects to reduce the chronic absenteeism by 5%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	GMS will facilitate an attendance re-engagement plan that will address a tiered response for attendance. Funds will be allocated for certificated and classified employees who comprise a team to address chronic absenteeism and also 85%-90% attendance. The team will work collaboratively with other school teams, like the community schools team, to increase engagement through such means as phone calls home, home visits, goal setting with students, and meeting with parents as a means to	Chronically absent students Students with less than 90%	2500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hours  500 LCFF Supplemental

	<p>ensure all partners have the understanding and resources to access school. Additionally, funds will be allocated for possible professional development with regard to attendance and systems to re-engage students.</p>		<p>3000-3999: Employee Benefits Benefits for certificated extra hours</p> <p>2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Classified Extra Hours</p> <p>500 LCFF Supplemental 3000-3999: Employee Benefits Classified Benefits</p> <p>3000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development/consulting</p>
<p><b>1.2</b></p>	<p>In an effort to reduce suspension rates and behavior referrals, GMS will provide supports such as tutoring, social emotional supports through the Wellness Center, counselors and mentors. In addition, GMS will allocate LCFF funds to support student engagement through such extracurricular activities as clubs. Agendas will be purchased to support parent/student home school communication and student organizational skills. They will support with other materials and supplies to enhance systems at GMS such as phone cases. Based on the resiliency research that supports the impact of one caring adult and importance of connection, additional hours will be set aside for teachers to lead clubs, activities etc.</p>	<p>All students</p>	<p>5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Hours</p> <p>2000 LCFF Supplemental 3000-3999: Employee Benefits Benefits for Certificated</p> <p>10000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies such as cases for phones</p> <p>6000 LCFF Supplemental 4000-4999: Books And Supplies Materials such as agendas</p>

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$370,073.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$320,073.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$320,073.00

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 Supplemental	\$50,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$50,000.00

Total of federal, state, and/or local funds for this school: \$370,073.00

# 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
Title I	320073	0.00
LCFF Supplemental	50000	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	50,000.00
Title I	320,073.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,200.00
2000-2999: Classified Personnel Salaries	105,003.00
3000-3999: Employee Benefits	40,716.00
4000-4999: Books And Supplies	67,654.00
5000-5999: Services And Other Operating Expenditures	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	23,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	19,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	2,000.00
3000-3999: Employee Benefits	LCFF Supplemental	3,500.00
4000-4999: Books And Supplies	LCFF Supplemental	21,000.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	98,200.00
2000-2999: Classified Personnel Salaries	Title I	103,003.00
3000-3999: Employee Benefits	Title I	37,216.00
4000-4999: Books And Supplies	Title I	46,654.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	23,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,082.00
Goal 2	126,491.00
Goal 5	31,500.00

# Instructions

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

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

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

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



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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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



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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023