

School Year:

2024-25

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Herbert Slater Middle School	49709206060263	5/22/2024	June 26, 2024

Contact Person: Ryan Partika

Position: Principal

Phone Number: 707-890-3880

Address: 3500 Sonoma Avenue
Santa Rosa, CA 95405

E-mail Address: Rpartika@srcs.k12.ca.us

Plan Description

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

Schoolwide Program

Comprehensive Support and Improvement

Comprehensive Support and Improvement student cohort was determined by identifying students in vulnerable populations who are struggling to meet the challenging State academic standards.

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Herbert Slater Middle School's School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs. Herbert Slater Middle School operates a Title I Comprehensive Support and Improvement (CSI) Schoolwide Program (SWP) school, designed to improve academic achievement for all students, especially those who are our lowest performing groups.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Herbert Slater Middle School has monthly staff meetings, School Site Council meetings, weekly COST (Co-ordinated support team) meetings, ELAC, PTO meetings, Parent nights with the Counselors and the Principal, Facilities planning with staff and parent group meetings, and department chair meetings and Coffee With the Principal. These collaborative meetings analyze data, discuss student achievement, target issues concerning equity, and determine the culture and academic environment at our school. Although it is the School Site Council and ELAC committee that approve the SPSA, we seek and use input from all stakeholder groups.

Resource Inequities – Required for CSI / ATSI

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

Suspension percentages across students groups show that our Hispanic group has a disproportionate amount of suspensions and days suspended when compared to other groups. The Hispanic student group has 197 discipline incidences and the student group with the second most is the White student group with 26 discipline incidences. The Hispanic population makes up 61% of the student population; however, their percentage of students disciplined is 87%.

Not all at-risk students have access to interventions and additional supports as needed. Slater Middle School does not have a reading specialist, or an RTI reading program, or tutoring that is accessible to all our students. Slater has lunchtime tutoring and after school tutoring for English and Math; however, the majority of our students cannot gain access to after school tutoring because they ride the bus or are picked up right after school or have to walk home immediately after school. Our English Language Learner students do not have intervention in their home language as we are only able to offer interventions in English. On the CAASPP ELA exams, Slater's English Language Learners decreased 31.3 points and on the math they decreased 37.5 points from the previous recorded year.

Slater's reclassification rates when compared to the District/State averages are lower and we have a high percentage of our English Language Learners qualifying as LTEL's (Long Term English Language Learners). Only 35% of our English Language Learners progressed 1 ELPI on their last ELPAC Exam in 2023. Our ALD / Newcomer instructors are new and do not speak a second language and we do not have a Spanish speaking aid / teacher assistant to help bridge language barriers.

Comprehensive Needs Assessment

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.

Slater middle school needs to decrease its chronic absenteeism rate. Our Hispanic and socioeconomically disadvantaged subgroups have the largest chronic absenteeism rate. We are increasing our effort to have a culturally relevant pedagogy and experience that mirrors the needs and identities of our students. We are also increasing our efforts, through our Connections and PBIS frameworks, to increase student connectivey and campus positivity. We are making large moves to increase Restorative Justice, Logical Consequences and Alternatives to Suspension. We are also monitoring Chronic Absenteeism and working with families on that list to make sure they and their child are supported so that we can increase their attendance. We are also looking into a Wellness Room to help students who have anxiety or other social emotional needs to be more supported throughout the day to better ensure their attending school. We are also looking to reward attendance and attendance improvement for our students.

Slater Middle School needs to increase its support of newcomer and English Language Learner students and families. We are currently adding more sections to our master schedule to support our newcomer students. We use differentiated instruction but will be adding Universal Design for Learning, SIOPS, and SDAIE strategies to our pedagogy and professional developmental scope and sequence. We are adding a TOSA who will support our English Language Learners with direct support and help teachers improve instructional practices that are proven to work. English Language Learner students will be empowered to make their own SMART Goals for reclassification as well as build and monitor their SMART Plan through a portfolio of collected evidence and data that they will share out at student lead conferences to help argue their case for Reclassification to admin and support staff. Slater will also increase its use of speaking and listening strategies that help support all learners.

Slater Middle School needs to increase its scores on the CAASPP ELA, Math and Science exams. Slater is currently focusing extra support on students who are approaching grade level. As we build our capacity to support students at all levels, we will be in a position to challenge and support all levels of students with growth. Slater will also increase engagement, group collaboration and the rigor of our pedagogy. Slater will work on Common Formative Assessments (CFA's) to measure the affectiveness of our strategies and support. Slater will also implement three writing benchmark exams throughout the year to measure and prompt growth in writng, grammar and punctuation. Slater will also increase the amount of time students have to rigorous, worthy, engaging and challenging

pedagogy that allows students collaborate, problem solve and extend their thinking. A major part of this will be through project based learning and speaking, listening and collaborative based strategies that give students more control over the curriculum.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.43%	0.56%	3	3	4
African American	3.1%	3.85%	2.65%	21	27	19
Asian	2.7%	3.28%	2.09%	18	23	15
Filipino	1.2%	1.14%	0.7%	8	8	5
Hispanic/Latino	52.1%	57.49%	60.89%	353	403	436
Pacific Islander	1.3%	1.57%	1.96%	9	11	14
White	32.5%	24.82%	25%	220	174	179
Multiple/No Response	6.7%	6.28%	5.59%	45	44	40
Total Enrollment				677	701	716

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	333	362	344
Grade 8	344	339	372
Total Enrollment	677	701	716

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	128	163	15.7%	18.3%	22.8%
Fluent English Proficient (FEP)	211	219	192	31.2%	31.2%	26.8%
Reclassified Fluent English Proficient (RFEP)	17	214	182	16.0%	62.6%	52.8%

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
716	58	22.8	0.3
Total Number of Students enrolled in Herbert Slater 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	163	22.8
Foster Youth	2	0.3
Homeless	3	0.4
Socioeconomically Disadvantaged	415	58
Students with Disabilities	132	18.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	2.7
American Indian	4	0.6
Asian	15	2.1
Filipino	5	0.7
Hispanic	436	60.9
Two or More Races	40	5.6
Pacific Islander	14	2
White	179	25

Conclusions based on this data:

1. The majority of students are under the category of Hispanic and the cultural relevancy of our pedagogy will have to mirror that reality

2. Our second largest group of students is under the category of White

3. Our Hispanic population is increasing more than any other group

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We will have to make improvements in our English Language Learners a major focus
2. Chronic Absenteeism is an areas of need
3. Our suspension rates are high and other sustems of prevention and restoration will have to be in place

School and Student Performance Data

Academic Performance English Language Arts

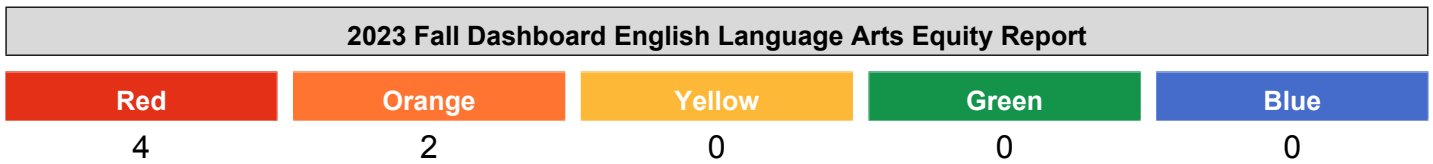
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>65.4 points below standard</p> <p>Decreased -12.6 points</p> <p>657 Students</p>	<p>English Learners</p> <p>Red</p> <p>127.1 points below standard</p> <p>Decreased Significantly -31.3 points</p> <p>207 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>85.8 points below standard</p> <p>Decreased Significantly -15.9 points</p> <p>408 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>123 points below standard</p> <p>Decreased -8.6 points</p> <p>125 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
36.1 points below standard Increased +6.6 points 17 Students	Less than 11 Students 3 Students	30.6 points below standard Maintained +2.2 points 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 93.7 points below standard Decreased -13.9 points 405 Students	 Orange 34.5 points below standard Decreased -3 points 38 Students	118.5 points below standard Increased Significantly +18.7 points 14 Students	 Orange 9.5 points below standard Decreased -6.5 points 161 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
163.5 points below standard Decreased Significantly -30.3 points 118 Students	84.5 points below standard Decreased Significantly -17.5 points 91 Students	30.5 points below standard Decreased -3.3 points 326 Students

Conclusions based on this data:

- English learner progress is our biggest area of need
- Students with special needs are our second biggest area of need for student progress
- Our Hispanic population is our lowest performing group and this will need to be addressed on many fronts, especially with increasing our cultural relevancy of our pedagogy

School and Student Performance Data

Academic Performance Mathematics

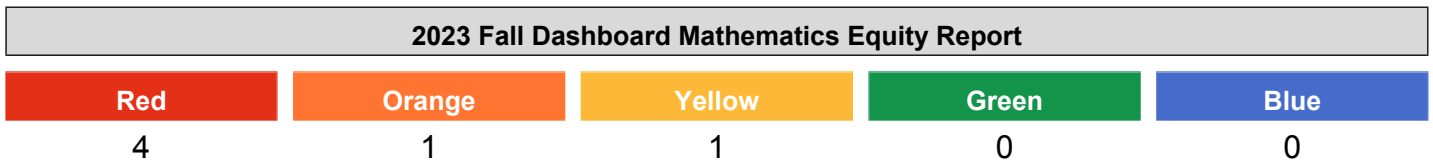
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>106.5 points below standard</p> <p>Decreased -9 points</p> <p>659 Students</p>	<p>English Learners</p> <p>Red</p> <p>169.8 points below standard</p> <p>Decreased Significantly -37.5 points</p> <p>208 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>124.7 points below standard</p> <p>Decreased -11.3 points</p> <p>408 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>168.5 points below standard</p> <p>Decreased -10.1 points</p> <p>126 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
93 points below standard Decreased -9.5 points 17 Students	Less than 11 Students 3 Students	77.6 points below standard Decreased -8.3 points 14 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 133.6 points below standard Decreased -11.1 points 405 Students	 Orange 76.5 points below standard Maintained -2.4 points 38 Students	164.6 points below standard Increased Significantly +29.4 points 14 Students	 Yellow 50.3 points below standard Increased +4.9 points 163 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
200.1 points below standard Decreased Significantly -30.5 points 117 Students	133.2 points below standard Decreased Significantly -28.2 points 92 Students	70.9 points below standard Increased +5.2 points 326 Students

Conclusions based on this data:

1. Improvement in math and STEM related fields need to be a major focus
2. Our special education group needs the most support in improving math scores
3. Our Hispanic and ELL groups need more support

School and Student Performance Data

Academic Performance English Learner Progress

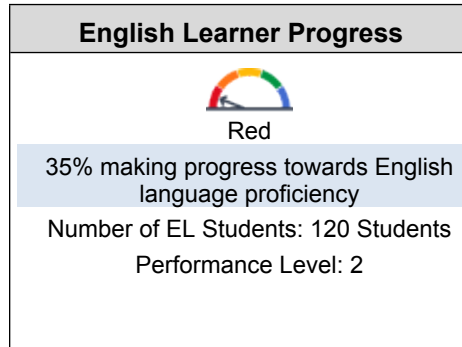
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	38	0	42

Conclusions based on this data:

1. We have a high number of students who decreased in their ELPI scores
2. Not enough ELL student increased their ELPI scores
3. We are above state standards for progress but still need to improve for equity purposes

School and Student Performance Data

Academic Engagement Chronic Absenteeism

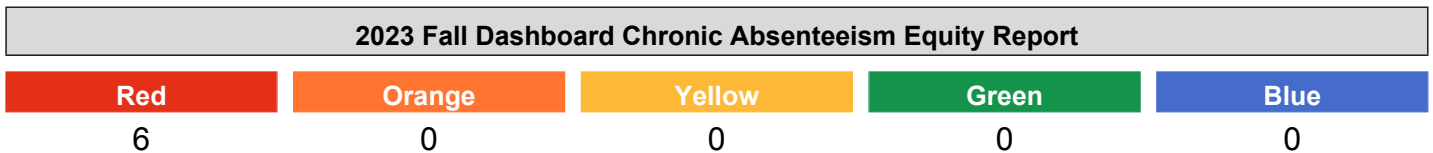
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>31.2% Chronically Absent Increased Significantly 6.8</p> <p>738 Students</p>	<p>English Learners</p> <p>Red</p> <p>42.9% Chronically Absent Increased Significantly 10.9</p> <p>168 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>34.9% Chronically Absent Increased Significantly 6.7</p> <p>459 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>39% Chronically Absent Increased 6.2</p> <p>146 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>15.8% Chronically Absent</p> <p>Increased 2</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>6.7% Chronically Absent</p> <p>Declined -1.7</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>35.4% Chronically Absent</p> <p>Increased Significantly 6.7</p> <p>449 Students</p>	<p> Red</p> <p>29.2% Chronically Absent</p> <p>Increased 8.8</p> <p>48 Students</p>	<p>31.3% Chronically Absent</p> <p>Declined -7.2</p> <p>16 Students</p>	<p> Red</p> <p>24.7% Chronically Absent</p> <p>Increased Significantly 6.6</p> <p>182 Students</p>

Conclusions based on this data:

1. Our chronic absenteeism increased
2. Our Socioeconomic Disadvantage group had the highest chronic absenteeism rate. Families will have to be surveyed for needs to see if school can help support.
3. Our Hispanic Students had the second highest absenteeism rate. We will have to increase our cultural relevancy in our pedagogy.

School and Student Performance Data

Conditions & Climate Suspension Rate

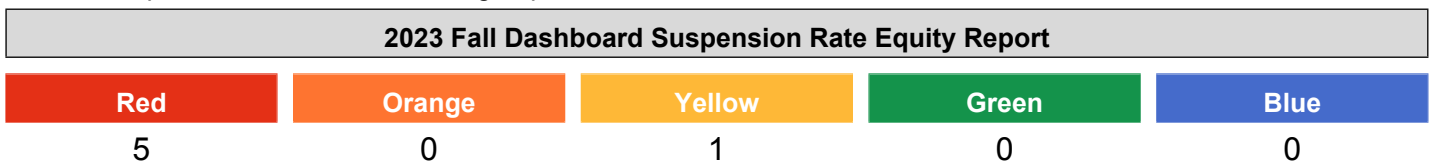
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>17.9% suspended at least one day</p> <p>Increased Significantly 7.7</p> <p>750 Students</p>	<p>English Learners</p>  <p>Red</p> <p>22.7% suspended at least one day</p> <p>Increased Significantly 8.9</p> <p>172 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>22% suspended at least one day</p> <p>Increased Significantly 11.3</p> <p>469 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>20.3% suspended at least one day</p> <p>Increased 7.4</p> <p>148 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -13.8 19 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>17.6% suspended at least one day</p> <p>Increased 17.6 17 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>22.3% suspended at least one day</p> <p>Increased Significantly 10 458 Students</p>	<p> Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined -12.1 48 Students</p>	<p>25% suspended at least one day</p> <p>Increased 25 16 Students</p>	<p> Red</p> <p>10.9% suspended at least one day</p> <p>Increased Significantly 6.7 183 Students</p>

Conclusions based on this data:

1. Our percent of students suspended in almost 18% which needs to decrease
2. Our Hapanic group had the highest suspension percentate
3. Alternatives to Suspensions need to be used more frequently

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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 7	322	360	337	0	343	326	0	343	326	0.0	95.3	96.7
Grade 8	337	326	360	0	318	341	0	316	340	0.0	97.5	94.7
All Grades	659	686	697	0	661	667	0	659	666	0.0	96.4	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 7		2509.	2481.		7.00	5.52		29.45	19.63		25.95	26.99		37.61	47.85
Grade 8		2500.	2500.		4.75	7.35		19.62	16.18		31.33	34.12		44.30	42.35
All Grades	N/A	N/A	N/A		5.92	6.46		24.73	17.87		28.53	30.63		40.82	45.05

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 7		11.95	7.69		59.77	57.54		28.28	34.77
Grade 8		8.54	7.94		53.80	50.59		37.66	41.47
All Grades		10.32	7.82		56.90	53.98		32.78	38.20

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 7		12.83	6.77		51.02	45.23		36.15	48.00
Grade 8		6.65	7.65		48.10	50.29		45.25	42.06
All Grades		9.86	7.22		49.62	47.82		40.52	44.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.45	9.23		75.22	66.46		16.33	24.31
Grade 8		9.81	8.82		70.25	62.35		19.94	28.82
All Grades		9.10	9.02		72.84	64.36		18.06	26.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.79	7.36		62.39	61.96		26.82	30.67
Grade 8		5.38	7.94		68.99	67.06		25.63	25.00
All Grades		8.19	7.66		65.55	64.56		26.25	27.78

Conclusions based on this data:

1. We have a low number of students above standard
2. We have a high number of students approaching standard that we need to focus on to help improve scores
3. Our Speaking and Listening strategies need to be improved and implemented with fidelity

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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 7	322	360	337	0	343	325	0	342	323	0.0	95.3	96.4
Grade 8	337	326	360	0	318	343	0	318	342	0.0	97.5	95.3
All Grades	659	686	697	0	661	668	0	660	665	0.0	96.4	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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 7		2482.	2462.		5.26	3.72		14.04	12.07		29.82	27.24		50.88	56.97
Grade 8		2472.	2473.		5.66	6.14		9.75	8.77		19.18	24.85		65.41	60.23
All Grades	N/A	N/A	N/A		5.45	4.96		11.97	10.38		24.70	26.02		57.88	58.65

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 7		5.56	4.02		47.08	42.72		47.37	53.25	
Grade 8		6.92	5.28		39.31	40.47		53.77	54.25	
All Grades		6.21	4.67		43.33	41.57		50.45	53.77	

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 7		5.26	4.95		54.97	45.20		39.77	49.85
Grade 8		5.03	7.31		44.97	48.25		50.00	44.44
All Grades		5.15	6.17		50.15	46.77		44.70	47.07

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 7		5.26	4.02		64.33	60.37		30.41	35.60
Grade 8		5.03	4.09		53.14	57.89		41.82	38.01
All Grades		5.15	4.06		58.94	59.10		35.91	36.84

Conclusions based on this data:

1. Our amount of students not meeting or approaching stands levels is high
2. Our scores are decreasing in math and not improving
3. We have a low amount of students above standard

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
716	58	18.4	22.8	0.4	0.3	60.9	25	2.7

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
31.2% Chronically Absent	34.9% Chronically Absent	39% Chronically Absent	42.9% Chronically Absent			35.4% Chronically Absent	24.7% Chronically Absent	15.8% Chronically Absent

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
17.9% suspended at least one day	22% suspended at least one day	20.3% suspended at least one day	22.7% suspended at least one day			22.3% suspended at least one day	10.9% suspended at least one day	0% suspended at least one day

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
106.5 points below standard	124.7 points below standard	168.5 points below standard	169.8 points below standard			133.6 points below standard	50.3 points below standard	93 points below standard

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
65.4 points below standard	85.8 points below standard	123 points below standard	127.1 points below standard			93.7 points below standard	9.5 points below standard	36.1 points below standard

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

ALL students will have equitable access to district and state standards based curriculum with comprehensive instructional strategies that support college and career readiness. Specifically, Slater Middle School will support students, staff, and families with their specific needs so that Slater can offer it's students a whole child pedagogical approach. Our English Language Learners will also create SMART academic Goals that will be monitored and results will be shared out to their family at student led conferences for metacognitive self reporting.

Identified Need

English learner, students with disabilities, and socioeconomically disadvantaged student progress decreased and has the lowest amount of students performing at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC and CAASPP Interim exams, ELPAC, MAP Test, AR exam, CFA's	Less than 10% of students scored at grade level or above on the 2023 CAASPP's reading, writing, listening and research portion of the exam.	20% or more of all students will perform at grade level or above on the 2025 CAASPP's reading, writing, listening and research portion of the exam.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

.31 of a support counselor position to help create the master schedule, place students in most supportive environment, monitor progress of students and help with academic, socioemotional and peer relations tier I, II and III needs. Help run SST's for allotted students who need additional support.

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores and Panorama Survey Growth

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

50,579.65

3010 - Title I
1xxx – FTE Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Online Computing Services/Software Licenses for writing, reading and math with Moby Max, Quill, Red Ink and additional digital, and additional intervention supports for students.

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,200	0500 - Supplemental 4312 - Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and supplies: supplemental consumable and non consumable classroom materials and supplies to help with instruction

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,350.67	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
3,245.41	Other 4311 - Instructional Materials (Non-Consumables)
710.38	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tutoring, after school tutoring, intervention and RTI programs for student support

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,941

0500 - Supplemental
1112 - Teacher Extended Day

10,409.43

3010 - Title I
1112 - Teacher Extended Day

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field trip transportation budget: enrichment for students including college tours, museum trips, career day participation and much more as well as end of the year award ceremonies, materials, supplies and activities such as 8th grade field trip.

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores and Panorama and YouthTruth student surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,904.69

0500 - Supplemental
5832 - Field Trip Transportation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Hardware, Software and Equipment for Instruction and General Educational Uses

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores and Panorama and YouthTruth student surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

0500 - Supplemental
4412 - Hardware (under \$5,000)

5,794.23

0500 - Supplemental
4400 - Equipment (under \$5,000)

1,343.78

0500 - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra Duties for Teachers, Staff Supervision and Increasing Collaboration Opportunities

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, Attendance, MAP and SBAC Scores and Panorama and YouthTruth student surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,097.91

0500 - Supplemental
1112 - Teacher Extended Day

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase .40 FTE of a Teacher's Salary to Increase the Amount of Electives Offered to Students

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, SBAC, MAP Exams, CFA's, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

43,594.98

0500 - Supplemental
1xxx – FTE Certificated Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.0 FTE for TOSA to support literacy across all disciplines, support ELL students and families, new teacher development, professional development and student, teacher and family support. Provides training in SDEIA, SIOPS and UDL Strategies.

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, SBAC, MAP Exams, CFA's, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

150,000

3182 Title I CSI Grant
1xxx – FTE Certificated Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

.4 FTE and .2 FTE for additional electives: 2 music classes and 1 media tech class

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, SBAC, MAP Exams, CFA's, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

60,454.03

Other
1xxx – FTE Certificated Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated extra duty/stipend budget: Teacher Stipends to Support School Activities

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, SBAC, MAP Exams, CFA's, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

0500 - Supplemental
1112 - Teacher Extended Day

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After School Enrichment Including Physical Fitness and Sports Activities: Equipment and Staffing

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Other

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Slater did well at meeting the needs of its students social emotional needs. On the student Panorama Survey, students had an 83% rate for connectivity. However, more has to be done to meet our students academic needs. Our English Language Learners

decreased on the CAASPP math and ELA scores by more than 30 points from the last time they took the exam. We also have to do better to meet the needs of our students with special education qualifications.

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

There was a mentioned intention to have our students college and career ready but the amount of rigor, collaboration, extended thinking and problem based learning has to be greater to reach this goal.

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

There will be a much greater focus on increasing rigor, project based learning, student collaboration and scaffolding to make sure that all students have access to a rigorous and engaging education.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase student and family engagement through embracing Slater's diverse cultures, promoting an asset based pedagogy and school culture, creating a culturally relevant pedagogy and experience for students and families, seeking out problems of practice and inequities and addressing them through a multi-tiered system of support for continuous improvement that is data driven. Students will also thrive in a safe learning environment that promotes social emotional learning, mental health, restorative practices and campus safety.

Identified Need

Slater has a need to increase parent and family engagement across all groups, especially for our English Learners, students with disabilities, socioeconomically disadvantaged, Homeless students, and to have Culturally Representative Parent Participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey, YouthTruth Survey, Parent Needs Assessment Survey, ELL Parent Needs Assessment Survey, Discipline Data, Attendance	50% of our students attend at least 80% of the time on average.	60% of our students attend at least 80% of the time on average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase Additional Novels for Library and Classrooms as well as Increase Cultural Relevancy of Pedagogy Through Purchasing Culturally Relevant Materials

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, SBAC Scores, MAP Exams, CFA's Attendance, YouthTruth Survey and Panorama Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

0500 - Supplemental
4200 - Books - Other than Textbooks

873.09

3010 - Title I
4200 - Books - Other than Textbooks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase Parent Participation, Parent Outreach for Balanced Cultural Representation as well as Funding Family Events and Childcare and Scholarship Opportunities so all Students Can Participate

Monitoring Effectiveness

How will this activity be monitored during the year?

Parent Family Needs Survey, Panorama Survey, YouthTruth Surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
186.26	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)
966.77	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Postal Budget to Increase Parent, Vendor and Stakeholder Communication

Monitoring Effectiveness

How will this activity be monitored during the year?

Parent Family Needs Survey, Panorama Survey, YouthTruth Surveys

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
489.63	0500 - Supplemental 5901 - Postage
292	3010 - Title I

5901 - Postage

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent, Teacher Participation Extra Duty for Special Events, Rallies, Assemblies for Community Building, Anti-Racist / Bullying and Cultural Awareness Initiatives.

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, SBAC, MAP Exams, CFA's, Grades, Panorama Survey, YouthTruth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

700.02

3010 - Title I
1112 - Teacher Extended Day

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Materials and supplies Parent Participation budget

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, Panorama Survey, YouthTruth Survey, Parent Needs Assessment Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1912.85

3010 - Title I
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Food parent participation in-district meeting budget and Childcare

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, Panorama Survey, YouthTruth Survey, Parent Needs Assessment Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,225.51

0500 - Supplemental
4316 – Food – Ind-District Meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Slater RESIG Safety Budget- Materials for Student and School Safety

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, Panorama Survey, YouthTruth Survey, Parent Needs Assessment Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Other
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

420

Other
4400 - Equipment (under \$5,000)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue Spartans Care Program, Renaissance Program and Create School Mural

Monitoring Effectiveness

How will this activity be monitored during the year?

Attendance, Panorama Survey, YouthTruth Survey, Parent Needs Assessment Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
2,000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We had over a 120 members in PTO and our ELAC meetings had, at its most, 30 parents show up to a meeting. Family engagement increased greatly this year.

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

Although family engagement increased this year, our parent groups did not mirror the demographics of our families. This upcoming year, we want to make sure that we have a stronger push to get all our parents to participate and to make it easier to participate.

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

We will survey parents to understand their needs, make sure we address these needs in meetings, promote meetings in English and Spanish, offer food, childcare, have meetings at times that are best for families and use our family engagement officer to call families to promote meetings.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

- SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Goal 3

Slater staff will be given the training and strategies to deliver a pedagogy that is relevant to our students' needs, that is data based, and provides students with differentiated and scaffolded instructions that is engaging, worthy, rigorous, collaborative and equitable for all students' needs. As a result, Slater professional development will have strong focus on needed areas of growth in the areas of SDAIE / SIOPs, and Universal Design of Learning (UDL) strategies to help with Speaking, Listening, Reading and Writing advancement.

Identified Need

Increase grade level performance in English, Math and Science for our English Learners, students with disabilities, socioeconomically disadvantaged, and Homeless students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC and CAASPP Interim exams, ELPAC, MAP Test, AR exam, CFA's	Less than 10% of students scored at grade level or above on the 2023 CAASPP's reading, writing, listening and research portion of the exam.	20% or more of all students will perform at grade level or above on the 2025 CAASPP's reading, writing, listening and research portion of the exam.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educational Consultants for Professional Development

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, SBAC, MAP Exams, AR Reading Exams, Panorama Data, YouTruth Data and Attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3982.55

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)

1145

3010 - Title I
5800 – Other Services (Consultants; Field Trip Admissions, etc)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Travel and Conference Expenses for Professional Development

Monitoring Effectiveness

How will this activity be monitored during the year?

Grades, SBAC, MAP Exams, AR Reading Exams, Panorama Data, YouTruth Data and Attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	0500 - Supplemental 5215 - Staff Travel & Conferences
2000	3010 - Title I 5215 - Staff Travel & Conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers Provided Release Time for Professional Development Opportunities, Observing Other Teachers, Participating in Educational Related Events and Sports Activities

Monitoring Effectiveness

How will this activity be monitored during the year?

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,269.83	0500 - Supplemental 1122 - Teacher Release Time

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

We began the process of learning about scaffolding for our English Language Learners and created a Scaffolding Committee to help with the process. We have Co-Taught classrooms for students with special needs and furthered training opportunities for this collaboration. Departments researched strategies that they are willing to implement in their departments to help students who need additional support.

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

We did not have a scope and sequence planned out for the school year and intended goals that could be measured for success. We could have made more use out of our monthly staff meetings to help with scaffolding and differentiation.

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

We will use a model for continuous improvement based off of interdependent goals chosen by the teachers and departments that will be framed in a scope and sequence. We will use backwards planning to meet our goals with SMART goals. We will use data to measure success at multiple points in the year. We will increase collaboration opportunities and make a real move to become a professional learning community. We will use our training to address problems of practice.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$397,589.67
Total Federal Funds Provided to the School from the LEA for Title I	\$

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
3010 - Title I	\$69,912.04

Subtotal of additional federal funds included for this school: \$69,912.04

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 (\$)
0500 - Supplemental	\$112,558.19
3182 Title I CSI Grant	\$150,000.00
Other	\$65,119.44

Subtotal of state or local funds included for this school: \$327,677.63

Total of federal, state, and/or local funds for this school: \$397,589.67

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

0500 - Supplemental

112,558.19

3010 - Title I

69,912.04

3182 Title I CSI Grant

150,000.00

Other

65,119.44

Expenditures by Budget Reference

Budget Reference

Amount

0.00

1112 - Teacher Extended Day

29,148.36

1122 - Teacher Release Time

6,269.83

1xxx – FTE Certificated Salaries

304,628.66

2913 – Classified Extra Duty (Childcare-parent engagement)

1,153.03

4200 - Books - Other than Textbooks

2,873.09

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings

1,000.00

4300 – Materials/Supplies (Consumables, snacks for parent meetings)	4,000.00
4311 - Instructional Materials (Non-Consumables)	12,306.46
4312 - Software	4,543.78
4316 – Food – Ind-District Meetings	1,225.51
4400 - Equipment (under \$5,000)	6,214.23
4412 - Hardware (under \$5,000)	3,000.00
5215 - Staff Travel & Conferences	6,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	5,127.55
5832 - Field Trip Transportation	6,904.69
5901 - Postage	781.63
None Specified	1,912.85

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	18,038.91
1122 - Teacher Release Time	0500 - Supplemental	6,269.83
1xxx – FTE Certificated Salaries	0500 - Supplemental	43,594.98
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	1,153.03
4200 - Books - Other than Textbooks	0500 - Supplemental	2,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	2,000.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	9,061.05
4312 - Software	0500 - Supplemental	4,543.78

4316 – Food – Ind-District Meetings	0500 - Supplemental	1,225.51
4400 - Equipment (under \$5,000)	0500 - Supplemental	5,794.23
4412 - Hardware (under \$5,000)	0500 - Supplemental	3,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	4,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	3,982.55
5832 - Field Trip Transportation	0500 - Supplemental	6,904.69
5901 - Postage	0500 - Supplemental	489.63
1112 - Teacher Extended Day	3010 - Title I	11,109.45
1xxx – FTE Certificated Salaries	3010 - Title I	50,579.65
4200 - Books - Other than Textbooks	3010 - Title I	873.09
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	2,000.00
5215 - Staff Travel & Conferences	3010 - Title I	2,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	1,145.00
5901 - Postage	3010 - Title I	292.00
None Specified	3010 - Title I	1,912.85
1xxx – FTE Certificated Salaries	3182 Title I CSI Grant	150,000.00
	Other	0.00
1xxx – FTE Certificated Salaries	Other	60,454.03
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	Other	1,000.00
4311 - Instructional Materials (Non-Consumables)	Other	3,245.41
4400 - Equipment (under \$5,000)	Other	420.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	365,626.16
Goal 2	14,066.13
Goal 3	17,897.38

School Site Council Membership

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

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

Name of Members	Role
Ryan Partika	Principal
Megan Covey	Classroom Teacher
Aileen Cormack	Classroom Teacher
Meaghan King	Classroom Teacher
Harmony Sweet	Parent or Community Member
Ben Wolf	Parent or Community Member
Shanay Smith-Antenucci	Parent or Community Member
Jocelyn Bell	Secondary Student
Ella Freed	Secondary Student
Rebecca Schroeder	Other School Staff

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

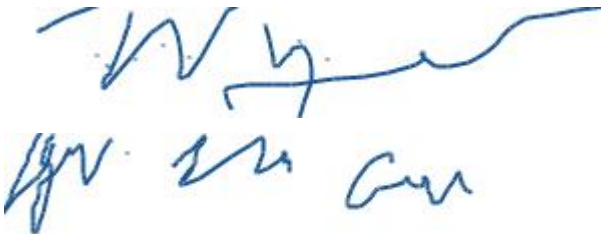
Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: ELAC President Adrian Juarez

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2024.

Attested:

	Principal, Ryan Partika on 5/22/2024
	SSC Chairperson, Shanay Smith-Antenucci on 5/22/2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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