



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| Gifford C. Cole Middle School | 19-64477-6108294 | June 12, 2024 | July 24, 2024 |

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

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

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

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

This plan is being used by Gifford C. Cole Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

This plan is being used by Gifford C. Cole Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Our school plan reflects our District goals and specifically identifies the strategies and actions our faculty and site council have developed to meet the various needs of all our students. In addition to actions funded by LCFF, we have identified supplemental strategies and activities that will advance and improve the way we work with students to increase their academic and social growth funded by Title I funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council and stakeholders are involved in the process of writing and reviewing the SPSA. Cole Middle School staff will meet to review school Dashboard data, develop areas of need, identify root causes, and develop/change ideas on educational partnership strategies. This year SSC met to discuss and provide input for this plan on 2/13/24, 4/30/24 and 5/21/24. ELAC met on 11/27/23 to provide input for our SPSA. Staff met to review data and give input into the school plan on during their regular staff meeting on 5/8/24; 5/15/24. SPSA was approved by school site council
XXXXXXXXXXXX.

Resource Inequities

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

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

When considering resource inequities we looked at time, people, and funding. In each of these categories we considered whether or not these resources are allocated equitably across the district. Gifford C. Cole is the only middle school in EUSD, and therefore has no comparable sites. Instructional time is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides), our school offices are staffed with an office manager, an attendance clerk, a Registrar and a health clerk. A district nurse supports schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses and includes additional funding at the middle school to allow support for after school tutoring, educational field trips, artifacts of awards & recognition, intramural sports, Band 9(Prop 98), and student leadership (ASB). Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that no resource inequities exist across the district. Gifford C. Cole has no identified resource inequities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Our most recent Math diagnostic exams indicate that the majority of students in both 7th & 7th grade are three or more grade levels below. In ELA,

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | % | 0% | 0.15% | | 0 | 1 |
| African American | 22.24% | 21.19% | 22.42% | 147 | 149 | 154 |
| Asian | % | 0.14% | 0.44% | | 1 | 3 |
| Filipino | 1.97% | 1.14% | 0.73% | 13 | 8 | 5 |
| Hispanic/Latino | 67.32% | 67.99% | 67.39% | 445 | 478 | 463 |
| Pacific Islander | 0.30% | 0% | 0.29% | 2 | 0 | 2 |
| White | 5.45% | 6.26% | 5.09% | 36 | 44 | 35 |
| Multiple/No Response | 2.72% | 3.13% | 2.91% | 18 | 22 | 20 |
| Total Enrollment | | | | 661 | 703 | 687 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 7 | 333 | 362 | 336 |
| Grade 8 | 328 | 341 | 351 |
| Total Enrollment | 661 | 697 | 687 |

Conclusions based on this data:

1. Coles enrollment has fluctuated over the past 3 years.
2. African American students make up approximately 22% of the total enrollment; while Hispanic/Latino students make up 68 %.
3. All other demographic groups have continue to be relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 135 | 111 | 140 | 21.80% | 20.4% | 20.4% |
| Fluent English Proficient (FEP) | 143 | 169 | 131 | 20.90% | 21.6% | 19.1% |
| Reclassified Fluent English Proficient (RFEP) | | | | 5.1% | | |

Conclusions based on this data:

1. Enrollment of our English Learners has decreased slightly (less than 2%) from the previous school year. That group is at it's lowest in three years.
2. Over the past thee years, the number of Fluent English Proficient students has dropped from the number in each of the previous year.
3. There appears to be no reporting for the number of English Learners that were reclassified in the 22-23 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 7 | 340 | 328 | 342 | 0 | 317 | 325 | 0 | 317 | 325 | 0.0 | 96.6 | 95.0 |
| Grade 8 | 370 | 311 | 321 | 0 | 305 | 304 | 0 | 305 | 301 | 0.0 | 98.1 | 94.7 |
| All Grades | 710 | 639 | 663 | 0 | 622 | 629 | 0 | 622 | 626 | 0.0 | 97.3 | 94.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 7 | | 2471. | 2477. | | 3.47 | 6.15 | | 18.30 | 16.92 | | 29.02 | 23.38 | | 49.21 | 53.54 |
| Grade 8 | | 2507. | 2498. | | 3.28 | 3.32 | | 28.52 | 20.93 | | 29.18 | 31.23 | | 39.02 | 44.52 |
| All Grades | N/A | N/A | N/A | | 3.38 | 4.79 | | 23.31 | 18.85 | | 29.10 | 27.16 | | 44.21 | 49.20 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| 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 | | 5.36 | 7.72 | | 58.04 | 54.63 | | 36.59 | 37.65 |
| Grade 8 | | 8.55 | 5.32 | | 54.93 | 50.83 | | 36.51 | 43.85 |
| All Grades | | 6.92 | 6.56 | | 56.52 | 52.80 | | 36.55 | 40.64 |

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| 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 | | 5.38 | 9.01 | | 44.30 | 42.24 | | 50.32 | 48.76 |
| Grade 8 | | 8.22 | 7.07 | | 49.67 | 49.83 | | 42.11 | 43.10 |
| All Grades | | 6.77 | 8.08 | | 46.94 | 45.88 | | 46.29 | 46.04 |

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| 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 | | 6.62 | 9.85 | | 62.15 | 66.46 | | 31.23 | 23.69 |
| Grade 8 | | 8.22 | 5.65 | | 70.39 | 71.43 | | 21.38 | 22.92 |
| All Grades | | 7.41 | 7.83 | | 66.18 | 68.85 | | 26.41 | 23.32 |

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| 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 | | 6.62 | 9.54 | | 58.99 | 58.77 | | 34.38 | 31.69 |
| Grade 8 | | 10.16 | 7.97 | | 66.23 | 65.78 | | 23.61 | 26.25 |
| All Grades | | 8.36 | 8.79 | | 62.54 | 62.14 | | 29.10 | 29.07 |

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Conclusions based on this data:

1. We had a 98% participation level in state testing during the last school year.
2. The percentage of our students whose performance exceeds the standards has for the most part maintained or slightly improved. The percentage of 7th grade students whose performance did not meet the standards has decreased, but increased for 8th grade during the last school year shown.
3. In both 7th and 8 grade our relative strength is in Listening. Our relative weakness in both 7th and 8th grade is in the area of Reading during the last school year shown.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 7 | 340 | 328 | 342 | 0 | 315 | 319 | 0 | 314 | 318 | 0.0 | 96.0 | 93.3 |
| Grade 8 | 370 | 311 | 320 | 0 | 302 | 302 | 0 | 302 | 302 | 0.0 | 97.1 | 94.4 |
| All Grades | 710 | 639 | 662 | 0 | 617 | 621 | 0 | 616 | 620 | 0.0 | 96.6 | 93.8 |

* 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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 |
| Grade 7 | | 2430. | 2435. | | 0.96 | 3.77 | | 7.32 | 7.55 | | 19.75 | 19.50 | | 71.97 |
| Grade 8 | | 2431. | 2431. | | 1.66 | 0.33 | | 4.97 | 3.97 | | 15.89 | 15.89 | | 77.48 |
| All Grades | N/A | N/A | N/A | | 1.30 | 2.10 | | 6.17 | 5.81 | | 17.86 | 17.74 | | 74.68 |

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| 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 | | 1.59 | 4.40 | | 28.34 | 26.73 | | 70.06 | 68.87 |
| Grade 8 | | 1.66 | 1.32 | | 26.25 | 26.82 | | 72.09 | 71.85 |
| All Grades | | 1.63 | 2.90 | | 27.32 | 26.77 | | 71.06 | 70.32 |

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| 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 | | 2.55 | 4.09 | | 46.82 | 41.19 | | 50.64 | 54.72 |
| Grade 8 | | 1.99 | 0.66 | | 42.86 | 41.06 | | 55.15 | 58.28 |
| All Grades | | 2.28 | 2.42 | | 44.88 | 41.13 | | 52.85 | 56.45 |

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| 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 | | 2.23 | 2.52 | | 54.46 | 51.57 | | 43.31 | 45.91 |
| Grade 8 | | 1.32 | 0.99 | | 52.32 | 47.02 | | 46.36 | 51.99 |
| All Grades | | 1.79 | 1.77 | | 53.41 | 49.35 | | 44.81 | 48.87 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There was a decline in the percentage of both grade levels tested in Math during the last school year for which report was provided.
2. Overall we saw a slight increase in 7th grade, but quite a decrease in 8th graders who exceeded the standards; but 74.35 % of our students were below standard in mathematics in 22-23, which is very slightly below the results, 74.68, that did not meet in the previous year, 21-22. In two years in a row, there was a high number of our students who did not meet Mathematical standards.
3. Both our 7th and 8th graders show a relative strength in the area of Communicating Reasoning, although 8th graders are slipping. Both our 7th and 8th graders show a high weakness in the area of Concepts and Procedures during the last school year..

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 1516.8 | 1551.7 | 1554.9 | 1514.2 | 1575.1 | 1572.4 | 1519.0 | 1527.9 | 1536.9 | 58 | 61 | 57 |
| 8 | 1525.8 | 1552.3 | 1539.3 | 1526.5 | 1571.3 | 1552.0 | 1524.7 | 1532.6 | 1526.0 | 86 | 33 | 42 |
| All Grades | | | | | | | | | | 144 | 94 | 99 |

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| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 17.86 | 39.34 | 38.18 | 32.14 | 26.23 | 32.73 | 23.21 | 26.23 | 12.73 | 26.79 | 8.20 | 16.36 | 56 | 61 | 55 |
| 8 | 20.48 | 18.18 | 20.00 | 22.89 | 45.45 | 32.50 | 31.33 | 21.21 | 30.00 | 25.30 | 15.15 | 17.50 | 83 | 33 | 40 |
| All Grades | 19.42 | 31.91 | 30.53 | 26.62 | 32.98 | 32.63 | 28.06 | 24.47 | 20.00 | 25.90 | 10.64 | 16.84 | 139 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 26.79 | 63.93 | 67.27 | 30.36 | 21.31 | 14.55 | 21.43 | 9.84 | 1.82 | 21.43 | 4.92 | 16.36 | 56 | 61 | 55 |
| 8 | 31.33 | 54.55 | 40.00 | 26.51 | 24.24 | 37.50 | 18.07 | 9.09 | 5.00 | 24.10 | 12.12 | 17.50 | 83 | 33 | 40 |
| All Grades | 29.50 | 60.64 | 55.79 | 28.06 | 22.34 | 24.21 | 19.42 | 9.57 | 3.16 | 23.02 | 7.45 | 16.84 | 139 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 8.93 | 9.84 | 5.45 | 14.29 | 19.67 | 30.91 | 42.86 | 39.34 | 36.36 | 33.93 | 31.15 | 27.27 | 56 | 61 | 55 |
| 8 | 3.61 | 9.09 | 5.00 | 22.89 | 18.18 | 20.00 | 37.35 | 39.39 | 42.50 | 36.14 | 33.33 | 32.50 | 83 | 33 | 40 |
| All Grades | 5.76 | 9.57 | 5.26 | 19.42 | 19.15 | 26.32 | 39.57 | 39.36 | 38.95 | 35.25 | 31.91 | 29.47 | 139 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 10.91 | 13.11 | 12.73 | 63.64 | 68.85 | 63.64 | 25.45 | 18.03 | 23.64 | 55 | 61 | 55 |
| 8 | 12.05 | 15.15 | 7.50 | 60.24 | 63.64 | 70.00 | 27.71 | 21.21 | 22.50 | 83 | 33 | 40 |
| All Grades | 11.59 | 13.83 | 10.53 | 61.59 | 67.02 | 66.32 | 26.81 | 19.15 | 23.16 | 138 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 56.36 | 88.14 | 93.75 | 20.00 | 10.17 | 4.17 | 23.64 | 1.69 | 2.08 | 55 | 59 | 48 |
| 8 | 52.56 | 72.73 | 91.43 | 28.21 | 15.15 | 5.71 | 19.23 | 12.12 | 2.86 | 78 | 33 | 35 |
| All Grades | 54.14 | 82.61 | 92.77 | 24.81 | 11.96 | 4.82 | 21.05 | 5.43 | 2.41 | 133 | 92 | 83 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 12.50 | 11.48 | 14.55 | 39.29 | 37.70 | 41.82 | 48.21 | 50.82 | 43.64 | 56 | 61 | 55 |
| 8 | 13.41 | 15.15 | 7.50 | 29.27 | 33.33 | 42.50 | 57.32 | 51.52 | 50.00 | 82 | 33 | 40 |
| All Grades | 13.04 | 12.77 | 11.58 | 33.33 | 36.17 | 42.11 | 53.62 | 51.06 | 46.32 | 138 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 7 | 5.45 | 9.84 | 12.73 | 76.36 | 72.13 | 67.27 | 18.18 | 18.03 | 20.00 | 55 | 61 | 55 |
| 8 | 3.61 | 0.00 | 7.50 | 75.90 | 90.91 | 67.50 | 20.48 | 9.09 | 25.00 | 83 | 33 | 40 |
| All Grades | 4.35 | 6.38 | 10.53 | 76.09 | 78.72 | 67.37 | 19.57 | 14.89 | 22.11 | 138 | 94 | 95 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Our 7th and 8th graders show a relative strength in Speaking and Listening consistently over the last three years.
2. Both 7th and 8th grade show a relative weakness, a decrease in Reading. This ; and they could well be as impacted by instability during the pandemic.
3. The majority of our English Learner population continue to achieve an overall score of Level 2 or 3.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 703 | 93.2 | 15.8 | 3 |
| Total Number of Students enrolled in Gifford C. Cole 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 | 111 | 15.8 |
| Foster Youth | 21 | 3 |
| Homeless | 26 | 3.7 |
| Socioeconomically Disadvantaged | 655 | 93.2 |
| Students with Disabilities | 106 | 15.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 149 | 21.2 |
| Asian | 1 | 0.1 |
| Filipino | 8 | 1.1 |
| Hispanic | 478 | 68 |
| Two or More Races | 22 | 3.1 |
| White | 44 | 6.3 |

Conclusions based on this data:

- 90.5% of our students are socio-economically disadvantaged; 1.4% less than previously. .

2. Cole's English Learners amount to 20.4 % of its population; while our Students with Disabilities 13.9 %. Both groups might be considered significant numbers.
3. Our students of Hispanic Heritage form 67.3 % of Coles' total population; while, African American students, at 22.2% constitute the next largest ethnic group of Cole's population.

School and Student Performance Data

Overall Performance






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

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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 |
|---|--|--|
| <div>English Language Arts</div> <div> Orange</div> | <div>Chronic Absenteeism</div> <div> Red</div> | <div>Suspension Rate</div> <div> Red</div> |
| <div>Mathematics</div> <div> Orange</div> | | |
| <div>English Learner Progress</div> <div> Orange</div> | | |

Conclusions based on this data:

1. According to data from 2022, Cole's Suspension Rate is very high. This is an indication that the goal of "rare suspension" has not been reached so far. For the 23-24 school year, to work towards that goal, Cole will focus on Restorative Practices, Awards & Recognition and Social Emotional strategies in learning, as other means of correction.

2. As of 2019, English Language Arts and Mathematics are in the Orange category (showing that we've made progress over the past three years). Data has not been updated due to the pandemic.
3. According to data from 2022, Cole's rate of Chronic Absenteeism is very high. Cole will be organizing an Attendance Committee & develop a plan to be followed consistently to monitor attendance, include and communicate with parents and to provide more frequent recognition to students whose attendance improves consistently. The the goal will be to decrease Cole's chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

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

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







This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 3 | 3 | 0 | 0 | 0 |

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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| All Students | English Learners | Foster Youth |
|  Orange 67.7 points below standard Maintained +0.8 points 598 Students |  Red 80 points below standard Decreased -3.4 points 179 Students | 98.3 points below standard Decreased Significantly -25.8 points 16 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 81.8 points below standard Increased +5.2 points 21 Students |  Orange 69.2 points below standard Maintained +1.8 points 566 Students |  Orange 149.6 points below standard Increased +8.3 points 87 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  Red 105.9 points below standard Maintained +1.5 points 108 Students |  No Performance Color 0 Students | Less than 11 Students 1 Student | Less than 11 Students 7 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 59.2 points below standard Maintained +2.3 points 426 Students | 80.4 points below standard Maintained -2.2 points 18 Students | Less than 11 Students 0 Students |  Red 80.1 points below standard Decreased Significantly - 43.1 points 39 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 |
|---|--|--|
| 123 points below standard Increased +9.2 points 94 Students | 32.4 points below standard Decreased -7.4 points 85 Students | 79.1 points below standard Maintained -2.8 points 349 Students |

Conclusions based on this data:

1. In the 2023 year, although the individual groups showed progress, (with the exception of a slight decrease by English Learners; and a significant decrease by our very small number of Foster youth) most of Cole's student groups have maintained performance at the Low category, indicating that they have not met the ELA standards. Our distance from the standard ranges from 67.7 to 98.3 points below standard.
2. As of 2023, our most significant groups, our Hispanic students have the highest performance; while below standards, they grew by 2.3 points. African American grew by 1.5 points. And our smaller group of White students decreased significantly by 43.1 points. These ratings are relevant to number of students.
3. As of 2023, the most significant growth in ELA was made by our English Learners, who grew by 9.2 points. Our Reclassified English Learners performance in ELA dropped by 7.4 points, from the last performance of 25.0 points below standard.

School and Student Performance Data

Academic Performance Mathematics

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

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







This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 4 | 2 | 0 | 0 | 0 |

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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students | English Learners | Foster Youth |
|  Orange 140.7 points below standard Increased +3.1 points 594 Students |  Red 154.8 points below standard Decreased -5 points 176 Students | 162.3 points below standard Decreased -6.7 points 15 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 140.6 points below standard Increased Significantly +32.1 points 22 Students |  Orange 141.6 points below standard Increased +4.5 points 561 Students |  Red 207.5 points below standard Maintained -2.4 points 86 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|-------------------------------------|---|
|  Orange 170.5 points below standard Increased +14.5 points 107 Students |  No Performance Color 0 Students | Less than 11 Students 1 Student | Less than 11 Students 7 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 135.9 points below standard Maintained +1.2 points 424 Students | 155.8 points below standard Maintained +1.9 points 18 Students | Less than 11 Students 0 Students |  Red 130.1 points below standard Decreased Significantly - 22.6 points 38 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 |
|---|--|---|
| 189.1 points below standard Increased +7.9 points 96 Students | 124.8 points below standard Decreased Significantly -19.4 points 84 Students | 147.8 points below standard Maintained +1.6 points 347 Students |

Conclusions based on this data:

1. As of 2023, While still performing below level in Math, our overall student population grew by 3.1 points. The significant groups, African Americans and Hispanics show an increase of 14.5 and 1.2 increase respectively. Most other groups maintained their previous performance points. Our distance from the standard ranges from 140.7 points to 207.5 points below standard.
2. As of 2023, as a group, our homeless population showed the most growth of 32.1 points. followed by our African American group, with 14.5 points increase.
3. As of 2023, as an overall language group, our English Learners grew by 7.9 points; while our Reclassified English Learners decreased significantly in their Mathe performance.

School and Student Performance Data

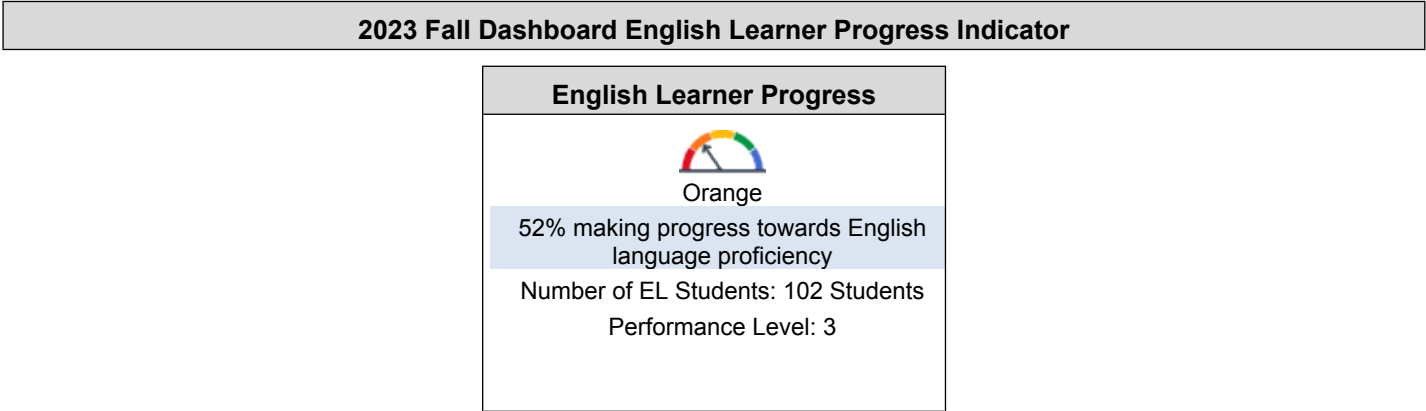
Academic Performance English Learner Progress

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

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



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

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|-------------------------|------------------------------------|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 21 | 18 | 4 | 49 |

Conclusions based on this data:

- As of 2023, 52 percent of English Learners are making progress toward English Language Proficiency.
- As of 2023, overall English Learners maintaining their levels is significantly higher than the number falling below level. But fewer are maintaining at level 4.
- As of 2023, 21 percent of our English Learners decreased one level of proficiency; while 49 percent progressed at least one level.

School and Student Performance Data

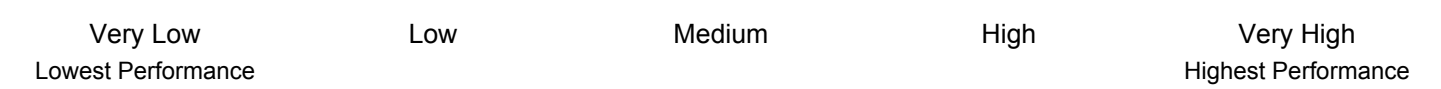
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.

| 2023 Fall Dashboard College/Career Equity Report | | | | |
|--|------|--------|-----|----------|
| Very High | High | Medium | Low | Very Low |

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

| 2023 Fall Dashboard College/Career Report for All Students/Student Group | | |
|--|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2023 Fall Dashboard College/Career Reportby Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1. Not applicable to Middle School
2. Not Applicable
3. Not Applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Red

39% Chronically Absent

Increased Significantly 11.4

754 Students

English Learners



Red

31.2% Chronically Absent

Increased 9.3

138 Students

Foster Youth

26.9% Chronically Absent

Increased 3.4

26 Students

Homeless



Red

53.8% Chronically Absent

Increased 5.3

39 Students

Socioeconomically Disadvantaged



Red

39.3% Chronically Absent

Increased Significantly 10.9

712 Students

Students with Disabilities






Red

46.2% Chronically Absent

Increased 4.7

119 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|------------------------------------|---|
|  Red 56% Chronically Absent Increased Significantly 18.5 168 Students | Less than 11 Students 1 Student | Less than 11 Students 1 Student | Less than 11 Students 9 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 32.3% Chronically Absent Increased Significantly 7.7 504 Students | 53.8% Chronically Absent Increased 15.8 26 Students | Less than 11 Students 1 Student |  Red 43.2% Chronically Absent Increased 21.2 44 Students |

Conclusions based on this data:

1. For the 2022-2023 school year, 39 percent of 754 students were rated as being chronically absent.
2. During the current 23-24 school year, the attendance committee consistently engaged in the plan that was developed to motivate students and encourage more attendance. Parents are receiving more phone calls, Students with perfect attendance are being recognized bi-monthly, funds are used to spread out incentives to among students who show small improvements.
3. As of 2023, chronic absenteeism of our African American students increased by 18.5 %, followed by socioeconomically disadvantaged students showing an increase of (10.9 %) in chronic absenteeism.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. All students at our Middle School who complete their 8th grade year are promoted to high school annually.

School and Student Performance Data

Conditions & Climate Suspension Rate

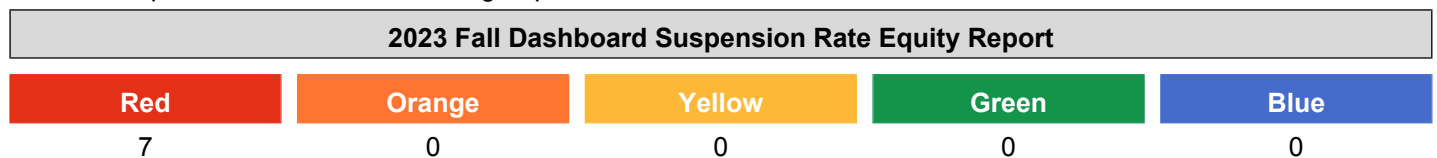
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students  Red 17% suspended at least one day Increased 2.6 766 Students | English Learners  Red 12.2% suspended at least one day Increased 0.4 139 Students | Foster Youth 33.3% suspended at least one day Increased 18.3 27 Students |
| Homeless  Red 17.5% suspended at least one day Increased 1.3 40 Students | Socioeconomically Disadvantaged  Red 17.2% suspended at least one day Increased 2.7 722 Students | Students with Disabilities  Red 20.7% suspended at least one day Increased 6.5 121 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|------------------------------------|--|
|  Red 32.7% suspended at least one day Increased Significantly 10.1 171 Students | Less than 11 Students 1 Student | Less than 11 Students 1 Student | Less than 11 Students 9 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 12.2% suspended at least one day Maintained 0.2 510 Students | 19.2% suspended at least one day Declined -8 26 Students | Less than 11 Students 1 Student |  Red 12.8% suspended at least one day Increased 5.8 47 Students |

Conclusions based on this data:

1. In the 2022-2023 school year, overall our suspension rate showed that 17% of our population was suspended at least one day, an increase of 2.6%. students with disabilities are in the orange with declining suspensions year after year.
2. Based on our 2023 reports, suspension of our our Foster Youth showed 18. 3 percent; while that of our African American students was 10.1, the next highest.
3. As in the prior year, our Foster Youth had the highest increase of overall suspensions in 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

Academic Achievement:

We will improve teaching for student learning, achievement, and success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will improve teaching for student learning, achievement, and success.

Identified Need

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

A vast number of our students are not meeting standards in most areas of academic performance, with our weakest areas being Reading (ELA) and Concepts and Procedures in (Math). There is need to provide for robust, schoolwide implementation of the adopted core academic programs (and materials) by all teachers as the Core adopted programs include intervention components for target populations.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------|
| | | |
| ELA CAASPP data, students meeting or exceeding standard. | 18.85% | 21% |
| Math CAASPP data, students meeting or exceeding standard. | 5.81% | 10% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|--|
| | | | |
| 1.1 | Administer staff surveys to determine needs and opportunities for growth. Consistently fund planning time for the Instructional Leadership Team to routinely meet, plan, organize & model strategies & activities that enhance learning, implementing & reflecting on targeted instruction and classroom management. | All Students | 2000. Title I 3000-3999: Employee Benefits 4000. LCFF 1000-1999: Certificated Personnel Salaries 2150. LCFF |

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|------------|--|---------------|---|
| | <p>Establish funding opportunities for Peer Reflection and Feedback during teacher planning periods, before or after school.</p> <p>Provide for extra duty hours to facilitate teacher to teacher peer support centered around structured Instruction & low camaraderie that will maximize self confidence & build trusting relationships among staff:</p> <p>Provide snacks & hydration to support teams meeting after instructional hours.</p> <p>Ensure that teams have necessary supplemental resource materials that support after hours professional, collaborative activities.</p> <p>Support teachers in the organization of an effective Tutoring Program.</p> | | 4000-4999: Books And Supplies |
| 1.2 | <p>To provide professional development for all staff to increase implementing best practices while reaching all students:</p> <p>Continue EL Achieve Constructing Meaning Professional Learning & Support</p> <p>Continue Evidence Based Instructional Practices Professional Learning & Support</p> <p>Provide Content Specific Professional Learning & Support</p> <p>Continue Positive Classroom Management (PBIS, ABC, etc...) Professional Learning & Support</p> <p>Continue Restorative Practices Professional Learning & Support</p> <p>Continue SEL Professional Learning & Support</p> <p>Provide Differentiated Instruction Professional Learning & Support</p> | All Students. | <p>4000. Title I 7000-7439: Other Outgo</p> <p>20,750.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures</p> |
| 1.3 | <p>To foster a culture of accountability, shared responsibility for learning, and high achievement:</p> | All Students. | <p>4000. Title I 5000-5999: Services And Other Operating Expenditures</p> |

| | | | |
|------------|--|--------------|---|
| | <p>Set school-wide academic progress monitoring and clear academic expectations</p> <p>Support the Instructional Leadership Team (ILT) for developing as professionals; planning for staff, Guided Visitations and assessment of efficacy and adjustment.</p> <p>Establish a school-wide standardized system for grading and late work policy; this could be via AR.</p> <p>Utilize district and site subscriptions such as Nearpod, Flocabulary, Kahoot, Kami, FlipGrid, Content Specific (Science) Magazines and Peardeck to implement more engaging, student centered strategies for teaching and learning.</p> | | |
| 1.4 | <p>To identify student deficits and create action plans for academic success:</p> <p>Utilize multiple instruments Amplify unit Assessments, i-Ready scores to assess, measure, & schedule students appropriately; and monitor their academic progress at benchmark dates .</p> <p>Provide targeted tutoring in Reading & Math intervention programs. Consider using AR for tutoring.</p> <p>Specified student groups indicating lowest proficiency (students with disabilities, African-American, English Learners, McKinney Vento) will be issued priority seats in targeted tutoring/intervention opportunities.</p> <p>Students at risk for failing core standards will be targeted for improvement through after school supports, parent communication and engagement. Inform and advise parents of school wide progress as indicated in results from CAASPP, i-Ready, ELPAC, CAAS & CAST.during formal meetings such as SSC, ELAC, Conversation with the Principal, and other parent advisory gatherings. Provide snack, hydration & raffles to encourage parents to participate.</p> <p>Monitor students in Advisory</p> | All Students | <p>3000. LCFF 2000-2999: Classified Personnel Salaries</p> <p>1500. Title I 4000-4999: Books And Supplies</p> <p>1154.00 Title I 5000-5999: Services And Other Operating Expenditures</p> |
| 1.5 | <p>To support staff collaboration for targeted areas of needed growth, planning, and implementation:</p> <p>Agendize vertical Data Days/Digs to analyze assessment & use results to plan instruction</p> | All Students | <p>2000. LCFF 5000-5999: Services And Other Operating Expenditures</p> |

| | | | |
|------------|---|--------------|---|
| | <p>Fund Substitutes to allow for teacher out-of-classroom time to strategize and plan implementation of focused instruction.</p> <p>Provide for Core Teachers and counselors to collaborate with High School staff for longitudinal alignment for student's academic pathways.</p> <p>Fund teacher workshops in core subject areas as needed</p> <p>Maximize utilization of resources to motivate & challenge students</p> | | |
| 1.6 | <p>To monitor and support the implementation of the College Readiness and related strategies school-wide:</p> <p>Plan College and Career Related Field Trips</p> <p>Provide all students with organizational strategies & supplemental materials.</p> <p>Provide for extra hours compensation for staff</p> | All Students | <p>3000. LCFF 2000-2999: Classified Personnel Salaries</p> |
| 1.7 | <p>To encourage students to meet state reading guidelines (1,000,000 words for 7th and 8th grade):</p> <p>Provide additional library books, classroom reading books, e-books, audio books, and culturally responsive resources for students and staff.</p> <p>Establish school-wide weekly reading routines within Advisory with the support of our school library; and possibly the AR program.</p> | All Students | <p>2000. LCFF 2000-2999: Classified Personnel Salaries</p> <p>3000. Title I 2000-2999: Classified Personnel Salaries</p> <p>1000.00 LCFF 5000-5999: Services And Other Operating Expenditures</p> |
| 1.8 | <p>This year several new academic opportunities for advance student engagement in learning were offered and many students excelled. Opportunities involved: several events and contests during the month of Black History Celebration; Reading Contests; Spelling Bee Contests, Battle of the Books Contests and Contests in VAPA as well. Cole won several Athletic Championships for the first time as well. These and more new opportunities will be provided and eclectic Teams will work together to enhance the services that make these possible. Awards artifacts such as trophies, ribbons, certificates, assemblies, banquets and other incentives will be provided to celebrate and motivate students.</p> | All Students | |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Strategies will be implemented at the start of the school year. The SPSA will be reviewed with parents in SSC & ELAC and in staff meetings to ensure that all stakeholders get to ask clarifying questions regarding the strategies/activities agreed upon as well the goals, purposes and expected outcomes of all strategies/activities.

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

At the end of each quarter, stakeholders will review results from state and local exams, Panorama, Olweus and other surveys to assess the effect of all implementation and Cole's progress towards improved student achievement.

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.

Any necessary changes will follow the revision of effectiveness as reflected in implementation of strategies/activities. Initial Funding amounts and resources will be adjusted as deemed necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Parental Involvement

Cole will focus on parental involvement and engagement to encourage parent participation that will increase relationships among stakeholders and increase higher academic achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging Educational Partners

Identified Need

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

Based on low academic results on the CAASPP and the i-Ready diagnostics done twice per year, there is a need for results to be targeted through parent involvement in their children's education on a wider bases than previously. Given that in both ELA and Math results groups performed differently from each other and not consistently at any level or category robust actions need to be taken to continue & increase collaboration among stakeholders. More parental & other stakeholders' awareness will be supported relevant to state & local test results, surveys, & development of strategies to be implemented to facilitate improvement.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| Our largest subgroup, the socioeconomically disadvantaged will at least maintain their current status in the Orange category. But there will be a decrease in points below standard among all subgroups in ELA & Math. | 67.7 pts below standard in ELA will go down to 56 pts below. 140.7 pts below standard in Math will go down to 134.pts below. | 11.7 pts decrease below standard in ELA and a decrease of 6 pts below standard in Math on CAASPP exams. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 2.1 | Organize a parent handbook with listings of all site-based advisory committees, curricular teams, project committees, to be handed out within the 1st quarter of the school year. Those entities will include: descriptions, needs, purpose served, scheduled meetings, goals, strategies and expected out of our activities. They will include: SSC, ELAC, TEAMS for Culture & Climate, | All Students | 800.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and Supplies 1000. Title I |

| | | | |
|------------|--|--------------|--|
| | Curricular nights, Cultural Celebrations, Discipline Matrix, PTA and Volunteerism. | | 5900: Communications |
| 2.2 | <p>Provide Child Care services while parents and other community members are participating in:</p> <p>Parent University Parent Workshops: Varying topics of interest, family needs & educational promotion. Modify/adjust hours of events & activities to encourage working parents Utilize Bilingual Parent liaison to provide necessary language translation for none-English speaking family members. Provide Virtual Meeting for parents that can't make it to informational meetings on campus (ELAC, SSC)</p> | All Students | <p>928.00 Title I 2000-2999: Classified Personnel Salaries</p> |
| 2.3 | <p>Provide resources to support parents' personal development to encourage learning for themselves and inspire confidence. This could result in their support for students in the home. Parents have requested a Computer Lab, Adult ESL and other classes for personal development.</p> | All Students | <p>14,853.00 Title I 4000-4999: Books And Supplies</p> <p>4750.00 LCFF 4000-4999: Books And Supplies</p> |
| 2.4 | <p>Host Career Days: Invite Community agents to serve as role models as they provide workshops for students in areas of various profession & industries to expand options students may be interested in.</p> <p>Host "subject-specific curricular nights: Pi Night, Castle Night, ELA Science Fairs.</p> <p>Include parents in Career days as presenters, organizers and audience. Provide handouts for meetings & presentations, writing utensils, chart paper booklets, snacks & hydration.</p> <p>Consider Drug Awareness Workshops for students & parents.</p> | All Students | <p>2,000. LCFF 5000-5999: Services And Other Operating Expenditures</p> |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This school year, a new Parent Liaison joined our Cole team. There already is improvement in communication as she interacts aggressively with parents via Parent Square. Tremendous effort continues into inviting and encouraging

parents to participate on the SSC, ELAC, LCAP and DELAC as representatives of Cole's parent community. English Language classes have been implemented, as well as a Nutrition Class on site. Our goal is to continue this focus through the efforts of Cole's liaison, administrators and staff. These results continue to grow due to the effectiveness of the effort put forth by the Liaison, enhanced by support from the staff of the district's Community Center. Furthermore, another strategy that is being effective, is increased school wide effort to organize student events and activities to which parents are invited to either supervise on site or chaperone off site. The plan is to focus on implementing a Computer class & Adult ESL class as requested by our parents. These strategies will increase the foreseeable attendance rate.

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

To organize a small computer Lab with updated equipment might cost perhaps upwards of 20 to 25 thousand dollars with installation; and an additional 10 thousand for a part-time instructor. In-person classes in English as a Second Language (ESL) might need for an instructor to be paid at least part-time to provide those classes. Given that our Title I PI allocations for parent involvement is barely 8 thousand, it might be a challenge to reach that 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.

As these plans are in progress, changes in budgets and expected results will be made. Changes will be found in agendas and minutes of our site SSC, ELAC and within the district reporting from those site committees.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate

Learning Environment:

We will promote a safe and caring learning environment that supports successful academic & behavioral outcomes for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will promote a safe and caring learning environment.

Identified Need

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

Based on current data, Cole's suspension rate is in the "very high" category. The need for positive discipline interventions, practicing other means of correction to teach desired behaviors and address social emotional needs is critical. A rating of 9.3% for all students was indicated on the CA School Dashboard. Our African American Subgroup has the highest rate of suspension at 4.1 percent points higher than previously; followed by our Hispanic students with 0.2 percent points fewer than previously.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|-------------------------|
| A decrease in suspension rate for all students by 5% annually | 12.3% | <7% Suspension Rate |
| Meet or exceed 95% attendance rate for all students | | >95% Attendance Rate |
| Decrease the chronic absenteeism rate for all students to 15% or less | 19.4% | <15% all student groups |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 3.1 | To assist students in gaining real world connections and provide positive connections to school throughout the school day and during extended day sessions. | All Students. | 9,000. LCFF 5800: Professional/Consulting Services And Operating Expenditures Materials and Supplies 4,937.00 |

| | | |
|---|--|---|
| <p>Include more elective options for students during the school day, extended learning, and extracurricular opportunities before & after school that promote collaboration, leadership, career exploration, cultural awareness, and school spirit.</p> <p>A new class in Visual & Performing Arts (Theatre Arts) Class was added this year. And it was funded by Cole's allocation from Prop 29 funds (\$128, 582.00) . An increase in students earning recognition and a reduction in students truant outside of class, are direct results from being in VAPA classes.</p> <p>A framework of Routines and procedures outlining expectations inside and outside the buildings guided actions and activities by campus stakeholders from "arrival to dismissal". That has been a guide to campus safety and will continue to be adhered to. Include this routine in the student/parent handbook.</p> <p>Additional Options for the 24-25 school year will include:</p> <p>Consider AVID Program</p> <p>Focus on College Readiness:</p> <p>More frequent recognition for Perfect Attendance, academic achievement, significant growth in Grade Point Average and continuous display of positive behavior.</p> <p>Focus on more College and Career Related Field Trips VAPA/Career Assemblies & Field Trips</p> <p>Award socials & other rewards for groups of students with no tardy, perfect attendance, acknowledgement. PBIS Leaders Events, Reopening of the LEAD Store Consider the HERO program.</p> <p>Continue to promote cultural awareness with student & family events. Black History Month Activities Hispanic Heritage Month Activities Ribbon Weeks - yellow (suicide prevention), red (drug free), purple (violence prevention). Cesar Chavez Day Cultural Awareness Week Advisory Lessons Establish Cultural Clubs such as Black Student Union, Latino Student Union, LGBTQ Alliance (when students request), Spirit Squad</p> <p>Involve and engage with parents to plan & organize award programs & activities.</p> | | <p>Title I 4000-4999: Books And Supplies Equipment & Tokens for Awards 128,582.00 Other</p> <p>1,100.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures</p> |
|---|--|---|

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|------------|--|---------------|---|
| | <p>Include parents in planning meetings when developing Extended Day sessions, cultural activities</p> <p>Facilitate building relationships between staff and students and increase Social Emotional Development. Compensate teachers</p> <p>Identify student needs through student voice in SSC's; student cluster groups; and surveys.</p> <p>Retrain all certificated staff in Restorative Circles, Team building, Goal Setting,</p> <p>Create a lunchtime recreational program with safe equipment (Board games, video games, books, clubs) supervised by counselors, admin, other staff & parent volunteers) to encourage positive behavior.</p> <p>Focus on administering student surveys Olweus, Panorama, to measure campus culture to determine Social Emotional status & needs.</p> | | |
| 3.2 | <p>To implement with fidelity transparent, comprehensive, equitable, school-wide behavior expectations that support learning responsible social interactions:</p> <p>Strengthen and use our Positive Behavior Intervention and Support (PBIS) Tier 1 and 2 interventions, and establish Tier 3 interventions and supports.</p> <p>Provide PD to reignite PBIS, de-escalation strategies, interpersonal relationships..</p> <p>Purchase & install classroom "Locked Phone Boxes" for students to lock up personal cell phones</p> <p>Fund extra hours for members of Culture and Climate Team and Student Success Teams to review/analyze PBIS data; and plan PD accordingly.</p> <p>Quarterly assemblies, PBIS kick-off, OLWEUS Bullying Prevention events.</p> <p>Positive behavior recognition activities that support and reward positive behaviors: movies, big-ticket item prizes, ice cream parties, field trips, assemblies, (LEAD Recreational Room)</p> <p>Create, maintain, and seek partnerships with outside behavioral health agencies that could provide on-site services</p> <p>Reinforce school wide use of Restorative Practices to support classroom Management.</p> | All Students. | <p>2,956.00 Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>3,550. LCFF 4000-4999: Books And Supplies</p> <p>2000. LCFF 5000-5999: Services And Other Operating Expenditures</p> |

| | | | |
|--|--|--|--|
| | Submit to the district to provide training for Long-Term Subs. | | |
|--|--|--|--|

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Representative parents, staff, students & other stakeholders will contribute to the planning of the strategies/activities in this Goal. Other other stakeholders will be informed via parent square & feedback will be assess via stakeholder surveys.

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

At this point of development, the greater portion of funding for implementation expenditures will come from LCFF, given Cole's Title I allocation would not suffice.

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.

Relative to feedback from stakeholders, review of responses from stakeholders in surveys would determine necessary changes. Staff would collaborate on such responses and submit suggestion for changes to the SSC; who would then approve or deny the recommended changes. Such changes would be found within revised Goal 3 in this plan; and in the Agenda & Minutes of the SSC.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Focus on efficiency and effectiveness to maximize Materials, Facilities and Services For Students

Team Commitment:

We will foster team commitment in providing services to support student academic goals and career aspirations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will promote team commitment to "Operate with efficiency & effectiveness."

Identified Need

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

Foster Partnership with Parents & Engagement with Community .Agents.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| <p>Evidence of Communication & Participation Panorama Survey Olweus Survey</p> <p>Invitations, Agendas, minutes and Sign-In Sheets will show Increased parent and community members' attendance at school events advisory councils and district initiatives.</p> <p>Calendars, & Agendas will show that collaboration occur among grade level teams, Content Area Teams, Custodial Teams, Security Teams and among our middle school and high school Core Teams. Sign -In Sheets will also indicate evidence of increased parent participation.</p> | <p>Instructional Teams do a good job of collaborating. However, there is much need for all Service Teams to practice teamwork & collaboration with fidelity to ensure more efficient & more effective service is provided for our students.</p> <p>Meetings for the purpose of providing service, among teams like security, custodial, clerical, administrative and instructional are not consistent, schoolwide, or agenized. There's been minimal parent/community members engagement with any of those teams at best.</p> | <p>Our Culture & Climate Team will be more representative.</p> <p>Instructional Leadership Team will include at least parent. At least one collaborative meeting per semester will be held between core representatives from Cole Staff and Eastside High School. At least 70% of our Parents will attend at least 1 school event per semester..</p> |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| | | | |
| 4.1 | <p>To increase site operation with teamwork to promote improved efficient and effective service for students.</p> <p>Parent Workshops: Varying topics of interest, family needs & educational promotion.</p> <p>Modify/adjust hours of events & activities to encourage working parents</p> <p>Utilize Bilingual Parent liaison to provide necessary language translation for none-English speaking family members.</p> <p>Partner with community to host monthly events that engage students and parents</p> <p>Establish incentives for stakeholder active participation and engagement</p> | All Students | <p>1000.00</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Professional Development Fees</p> <p>553.00</p> <p>Title I Part A: Parent Involvement</p> <p>5900: Communications Materials and Supplies</p> <p>2100.00</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> |
| 4.2 | <p>To establish Leadership and Mentoring opportunities at all levels:</p> <p>Promote student leadership opportunities on campus through ASB, Leadership conference for ASB, College Readiness, Peer Leaders/Mentorship, Student Classroom Aides.</p> <p>Encourage establishment of a Parent/Teachers Students Association.</p> <p>Reestablish African American Parent Advisory Committee (AAPAC)</p> <p>Establish incentives to encourage more parent volunteers</p> | All Students | <p>1500.</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute Teachers</p> |
| 4.3 | <p>To increase communication:with all educational partners.</p> <p>A monthly Campus newsletter has been established , and will be continued.</p> <p>Provide classes to teach parents to access Aeries Student and Parent Portal accounts</p> <p>Continue to promote site programs and events via individual parent conferences to monitor students' academic progress.</p> <p>Continue monthly Community Update Conversations with the Principal.</p> | All Students | <p>1054.00</p> <p>Title I Part A: Parent Involvement</p> <p>5900: Communications</p> |

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| | | | |
| 4.4 | | | |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Implementation will begin at the start of the school year and progress reviewed at monthly SSC meetings. Growth in participation and achievement of strategies will be assessed.

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

At development of the plan, there is no foreseeable impediment for implementation of the strategies.

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.

Any necessary changes to this Goal might be needed in the area of the Object Codes scheduled to be identified as to the category of funding. Any such changes would be seen under proposed expenditures within this Goal 4 of this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Focus Culture, Environment and Pupil Services

Efficiency and Effectiveness

We will improve campus culture via collaborative teamwork to include all stakeholders, in order to increase efficiency and effectiveness in service to our student population; which will result in higher outcomes of learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will operate with increasing efficiency and effectiveness.

Identified Need

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

Data shows that Coles' Suspension rate is 12.1% or higher for the current year. Students' conduct at school has been shown to be impacted by many variables, one being environment. Our students need a clean, safe environment in which to learn, under highly qualified teachers. They need a broad range of learning opportunities. To be motivated & inspired, they need to feel supported through systematic structures, including one for attendance progress monitoring. That will support adherence to daily attendance thereby prioritizing learning.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------------|---|--|
| Panorama Survey Olweus Surveys | Responses/Ratings on surveys indicate far below normal expectations | Minimum of 5% Improvement in Ratings For each Category on Panorama by students & parents; Olweus by students |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 5.1 | PROMOTE SCHOOL CONNECTEDNESS TO INCREASE ATTENDANCE AND PUNCTUALITY. Currently, students with improved, perfect, & outstanding attendance are recognize and celebrated bi-monthly. | All Students | 2200 Title I 4000-4999: Books And Supplies PBIS 2000. LCFF |

| | | | |
|-----|--|--------------|--|
| | <p>Recognize improved, perfect and outstanding attendance at token recognition. Cole will continue to recognize attendance bi-monthly.</p> <p>Conduct SART meetings with parents to discuss & develop plan with interventions to identify & resolve root causes behind absences.</p> <p>Identify chronically absent students who meet their individual attendance goals set in SART & SST's, make them eligible for incentives (PBIS LEAD Points)</p> <p>Strategically utilize Student Success Team (SST) to monitor attendance and implement PBIS and restorative practices that will improve the average daily attendance of the students who fall into the chronic attendance category & set individual goals with students and families</p> <p>Display Attendance Goals School Wide</p> <p>Implement monthly Grade Level Meetings to analyze & promote attendance.</p> <p>LEAD Attendance Board will showcase individual students and staff that have perfect attendance each quarter (staff will function as role model to follow.)</p> <p>Utilize Restorative Circles to build student trust leading to and promoting school connectedness.</p> <p>Establish classroom attendance incentives created by staff</p> <p>* Parents will motivate students to get to class on time. *Parents will participate at in activities like dances, decorating for activities, field trips. *Parents can encourage students to do their homework.</p> | | 5000-5999: Services And Other Operating Expenditures |
| 5.2 | <p>TO PROVIDE STUDENTS WITH ELECTIVE OPPORTUNITIES TO EXPLORE INDIVIDUAL INTEREST TO CARVE ACADEMIC PATHWAYS.</p> <p>Ensure that all teachers are appropriately credentialed in the area they teach.</p> <p>Hire and train classroom aides as necessary to assist with exceptional student needs.</p> <p>Appropriately enroll students in an English Language Development (ELD) class period based on their ELPAC level.</p> | All Students | 2000 LCFF 4000-4999: Books And Supplies |

| | | | |
|------------|---|--------------|--|
| | | | |
| 5.3 | <p>To support holistic improvement of student performance in academia & acceptable conduct & behavior.</p> <p>Provide subject specific supplemental printed curricular materials in any subject area for all students to use at home as needed.</p> <p>Fund extra hours for specific staff to contact parents during home hours, encourage Family engagement & promote Parent & Community Volunteerism.</p> | All Students | <p>1500 Title I 2000-2999: Classified Personnel Salaries</p> <p>4000 LCFF 1000-1999: Certificated Personnel Salaries</p> |
| 5.4 | <p>HONOR AND PROMOTE RESPONSES FROM STUDENT FOCUS GROUPS GATHERED FOR THE DISTRICT'S LCAP. THOSE RESPONSES CAN BE FOUND WITHIN VARIOUS GOALS HERE IN OUR PLAN & IDENTIFIED BY AN ASTERISK (*)</p> <ul style="list-style-type: none"> • classroom rules • instruction: <p>.pacing .interactive .more learning activities .more breaks during class</p> <ul style="list-style-type: none"> • parent involvement • teacher attitudes • facilities/grounds • communication • increase Electives • use cell phones to support instruction • more tech devices for learning • student participation in developing rules | All Students | <p>600.00 Title I Part A: Parent Involvement 5900: Communications</p> |
| 5.5 | <p>FOCUS ON IMPROVED CONDITIONS, CLEANLINESS, BEAUTIFICATION AND SAFETY OF SCHOOL CAMPUS AND GROUNDS</p> <ul style="list-style-type: none"> • Submit for district to increase/fund frequency of grounds clean up • Submit for district to repair/upgrade/fund athletic grounds for safe use by student athletes, before & after each athletic season • Submit for district to fund more aggression at providing appropriate storage of furniture & equipment to keep facility organized • Encourage students & parents to contribute to campus beautification. | All Students | District Funded |

| | | | |
|-----|--|--------------|-----------------|
| 5.6 | INCREASED STAFFING <ul style="list-style-type: none"> • Submit for district to provide/fund additional custodial staff • Submit for district to fund additional staff to support attendance monitoring, & social emotional learning through home visits, and classroom support (instructional aides, social worker) • Submit for district to fund additional Security Staff to support students arriving to and departing from campus. | All Students | District Funded |
|-----|--|--------------|-----------------|

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The director of facilities will conduct a a needs assessment of facility & grounds with Cole's custodial team, parents & students to identify implementation. Effectiveness will be assessed based on requested changes made to the facility & grounds.

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

The costs for repairing holes on the fields, beautifying campus, increased staffing for safety are above and beyond what Title I ab=nd site LCFF can fund. AS a result, provision & implementation of such will have to be funded by the district.

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.

At the review, implementation of the strategies within this goal will be indicated by changes such as: new schedules for M & O at Cole; improvement in conditions of the facility; increased number staffing compared to prior numbers; Those changes would be found within Goal 5 of Cole's SPSA s plan and Goal 5 of the district's LCAP.

Budget Summary

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

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$248,517.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------------------------|-----------------|
| | |
| Title I | \$47,128.00 |
| Title I Part A: Parent Involvement | \$4,107.00 |

Subtotal of additional federal funds included for this school: \$51,235.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | |
| LCFF | \$68,700.00 |
| Other | \$128,582.00 |

Subtotal of state or local funds included for this school: \$197,282.00

Total of federal, state, and/or local funds for this school: \$248,517.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|-----------|---------|
| LCFF | 68,700.00 | 0.00 |
| Title I | 47,128.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| LCFF | 68,700.00 |
| Other | 128,582.00 |
| Title I | 47,128.00 |
| Title I Part A: Parent Involvement | 4,107.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| | 128,582.00 |
| 1000-1999: Certificated Personnel Salaries | 9,500.00 |
| 2000-2999: Classified Personnel Salaries | 13,428.00 |
| 3000-3999: Employee Benefits | 2,000.00 |
| 4000-4999: Books And Supplies | 38,840.00 |
| 5000-5999: Services And Other Operating Expenditures | 15,254.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 33,706.00 |
| 5900: Communications | 3,207.00 |
| 7000-7439: Other Outgo | 4,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF | 9,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 8,000.00 |
| 4000-4999: Books And Supplies | LCFF | 12,450.00 |

| | | |
|---|------------------------------------|------------|
| 5000-5999: Services And Other Operating Expenditures | LCFF | 9,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 29,750.00 |
| | Other | 128,582.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 5,428.00 |
| 3000-3999: Employee Benefits | Title I | 2,000.00 |
| 4000-4999: Books And Supplies | Title I | 25,590.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 5,154.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 3,956.00 |
| 5900: Communications | Title I | 1,000.00 |
| 7000-7439: Other Outgo | Title I | 4,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 800.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 1,100.00 |
| 5900: Communications | Title I Part A: Parent Involvement | 2,207.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 53,554.00 |
| Goal 2 | 24,331.00 |
| Goal 3 | 152,125.00 |
| Goal 4 | 6,207.00 |
| Goal 5 | 12,300.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|----------------------|----------------------------|
| Monica Moreno | Other School Staff |
| Carla Hamilton | Parent or Community Member |
| Veronica Santivanez | Parent or Community Member |
| Alvis Nandi | Parent or Community Member |
| Lidia Lopez | Parent or Community Member |
| Rafael Osuna | Secondary Student |
| Jason Alves | Secondary Student |
| Karis Charisma Davis | Secondary Student |
| QiAna McKnight | Classroom Teacher |
| Scott Colcord | Classroom Teacher |
| Rosemary Hobbs | Classroom Teacher |
| Senida Wade | Principal |

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

V. Santarosa
E. Scandrive

English Learner Advisory Committee

Other: School Site Council

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 June 12, 2024.

Attested:

Senida Wade
Cala Hamilton

Principal, Senida Wade on 06/12/24

SSC Chairperson, Cala Hamilton on 06/12/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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