

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Venado Middle School	30-73650-6095137	5/23/24	6/25/24

Purpose and Description

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

School Wide Program

This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	CA Dashboard, School Site STAR Data
Strengths	<p>Based on STAR reading for 7th grade, students meeting benchmark for their reading level increased (68.3% increased to 69.1%) based on the middle of the year assessment.</p> <p>In both grade levels, approximately 70% of students met standard or exceeded standard on the CAASPP assessment.</p> <p>Overall, 544 students were 53.8 points above standard Maintained +2.5 points. Out of our EL population, 152 students performed 24.5 points above standard and increased +9.8 points.</p> <p>117 students are low SES and performed 2.4 points above standard.</p>
Areas for Growth	<p>Our SPED and EL students are largely scoring in the red on the CAASPP. We have no EL students exceeding the standard.</p> <p>We have a higher number of Hispanic and Black/African American students who are performing in the yellow or below on the CAASPP ELA assessment.</p> <p>Our low SES students (117), decreased significantly by -15.6 points. Students with disabilities (61), performed 80.3 points below standard and decreased significantly by -20 points. Hispanic students (95) performed 6.6 points below standard.</p>
Questions & Key Findings	<p>What tools or strategies can we implement to help our students with disabilities perform at higher levels on assessments?</p> <p>What are the biggest factors contributing to our Hispanic and Black/African American students from meeting standard on the CAASPP assessment?</p> <p>What classroom strategies can be implemented more across the board to support the learning of our ELL students?</p> <p>Literacy strategies and tools are critical across disciplines, so that content is more accessible.</p>

	Math
Data Analyzed	Dashboard, MOY Assessment
Strengths	<p>According to school dashboard data, English Language Learners are in the “green” category and “increased 13.1 points.”</p> <p>Math 7, Enhanced Math ?, and Enhanced Math 1 Midyear for 23-24 was within 3 percent of the District Average.</p> <p>61.23% of students met or exceeded Math standards on state testing, which was a slight increase from 21-22.</p>

Math	
Areas for Growth	<p>Math 8 scored 6% below the District Average on the 22-23 Midyear assessment.</p> <p>Using school dashboard data: Students with disabilities scored in the “orange” category but “increased 13.2 points” 71.43% of Black or African American students did not meet the standard. This is significantly higher than the district average.</p>
Questions & Key Findings	<p>What tools/strategies can we provide to students with disabilities to increase their mathematical understanding? Are there specific interventions or initiatives that were implemented to support students in moving towards meeting standards, and how effective were they?</p>

SEL/Behavior	
Data Analyzed	Panorama
Strengths	<p>Supportive Relationships: 82% to 86%) Emotional Regulation: 46% to 51%, greatest increase, males reported more favorably than females Self Management: 68% to 71% Grit: 60% to 64% Social Awareness: same but most decrease in sub questions</p>
Areas for Growth	<p>Social Awareness - stayed the same and had more decreases in subquestions (caring about others feelings, compliment others, being respectful during disagreements, standing up for oneself), offset by increases (get along with others that are different than them, clearly describe feelings) American Indian/Alaskan Native and B/AA consistently scored lower than other groups in all areas While there was improvement in Grit, still 2% lower than IUSD</p>
Questions & Key Findings	<p>Panorama provides the most current data and reflects our measurable SPSA goals. Focus on: Addressing American Indian/Alaskan Native and B/AA results Social Awareness Self Management Grit (cont protocols/agreements for retakes, focus on resilience...) School Connection</p>

School Climate	
Data Analyzed	Hanover, IUSD Educlimber Dashboard
Strengths	<p>Dashboard - suspension rate declined in 22-23 from 21-22. Only 1.1% suspension rate (Green area) Most other behaviors in Aeries were minors. Currently for 23-24, we only have 3 home suspensions. We are utilizing ATS more frequently as an intervention in lieu of home suspension.</p>

School Climate	
	<p>For 23-24, # of students with minors and majors has decreased and stabilized since Oct '23. For example, the # of students referred for minors dropped from 15 to 7, and 12 to 6 for majors in comparison to spikes experienced in 22-23.</p> <p>Overall, the number of students with 90% of unexcused absences has dropped compared to last year.</p>
Areas for Growth	<p>Chronic Absenteeism - in 22-23, we had 12.5% of students who missed 10% or more of the school year and overall, fall into the orange range. Subgroups in the red area include socially disadvantaged, students with disabilities, and white students; orange - Hispanic students, yellow - EL, green - Asian.</p> <p>Minor tardies (under 30 minutes late to school) school continue to be an issue.</p> <p>Educlimber Dashboard shows a redefined attendance rate by including tardies and excused absences. In this regard, for 23-24 we see 8th graders having far higher rates of absenteeism. Additionally, the following subgroup percentages show concerning overall attendance rates (which include all period tardies) below 90%: Black/Af.Am 75%, sped 57.81%, Hisp 52.4%, and white 44.64%. Again this data reflects excused absences due to illness.</p>
Questions & Key Findings	<p>In what ways can we improve behavioral support of students with disabilities? Most common CA Ed Code violation was 48900(1)(a) - Cause, attempt to cause, threatened to cause physical injury (i.e. fighting) - 10 incidents. The second cause of student suspensions were 48900(c) - Controlled substances offenses. We have already shifted in the 23-24 school year to increasing our OMC - utilizing ATS, restorative practices, and Everfi lessons.</p> <p>How can we improve school attendance? Connectivity is important. On Hanover Annual Survey, 6% of respondents indicate that they missed 7 or more school days due to stress. Is this correlated with the demographics showing the highest absenteeism rates (sped, black, Hisp and white)?</p> <p>For 23-24 we were more diligent about sending the Aeries attendance letters - excessive absences, SARB, excessive tardies. We also included more parent and student education about attendance (booster lessons and parent presentations). We were intentional about SART meetings.</p> <p>How can we further incentivize good attendance? School events, Extended lunch? Other ideas? Continue robust parent outreach.</p>

College and Career Readiness (High Schools Only)	
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

SEL/BEHAVIOR/ATTENDANCE

Addressing American Indian/Alaskan Native and B/AA results

Social Awareness

Self Management

Grit (cont protocols/agreements for retakes, focus on resilience...)

School Connection

Students with disabilities make up the largest subgroup suspended.

Improve attendance and re-engage students. Continue parent outreach and community building, by capturing families with lower attendance from the previous year again and include attendance booster lesson as part of student orientation. Continue SEL and schoolwide connection efforts.

SCIENCE

Adoption of new curriculum may have contributed to the significant decrease in the percentage of students meeting or exceeding standards from the '21-'22 to '22-'23 academic years.

How can the support for SPED to be improved to address their academic needs more effectively.

Focus on refining interventions or resources for EL students to help them meet or exceed standards.

Focus efforts on reducing the disparity in academic achievement among students of different ethnic backgrounds, particularly among black, Hispanic, and white populations.

Provide targeted tutorials to address the specific needs of these ethnic groups and reduce the achievement gap.

Teach students how to study and prepare for science exams explicitly.

Tier 2 targeted support for “standards nearly met/not met” students. Disproportionate rate of SPED and EL students meeting standards (~ 2% and 20% respectively) compared to 47% overall

ELA

Literacy strategies and tools are critical across disciplines, so that content is more accessible.

Focus these efforts to support students with disabilities, EL students, & Hispanic and Black/African American students.

Explore a stronger focus on literacy and literacy PD on tools

MATH

Students with disabilities, EL, and B/AA.

Deepen collaboration with sped department.

EL

Train teachers in the use of EL strategies.

Provide language supports in the classroom.

Provide test taking skills/strategies.

Focus should be on the areas of reading and writing.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

The administrative team wrote the school goals and each department wrote goals to support the school goals. The SSC had the opportunity, as well staff members on other teams, to provide feedback. SSC Meeting Dates as follows: 10-12-23, 1-25-24, 3-14-24, & 5-23-24.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

EEDI/SEL

Venado sought to demonstrate an increase to moderate and strong evidence in the area indicators of the educational equity tool: Ensuring Just Outcomes for All Students, Ensuring all Voices Are Heard, and Understanding and Challenging Inequities as well as a 5% increase in student positive outcomes in the Hanover Survey related to EEDI. This was a focus on LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources.

Our staff still needs to compare the results of this year's equity tool, however, the following schoolwide steps were taken:

ELA/History -Ensure all voices are heard and create a positive and equitable classroom culture, throughout a unit, teachers will use multiple systems of eliciting student voices to ensure the perspectives, experiences, and voices of every demographic are represented. We implemented calling cards and we were able to ensure that diverse student voices were heard consistently in our classrooms.

VAPA- Survey students for feedback on class engagement, team building opportunities and inclusiveness and increase positive student feedback by 10%. Our goal is to increase the self-management and perseverance in our students by 10% this year on our VAPA Survey that is given at the end of each trimester. To do so, we will frequently provide students with independent and small group activities/projects that allow them to problem solve and work continuously towards a challenging goal. We will measure developments in student self-management and perseverance by observing challenges, classroom procedures, providing teacher feedback, and having peer-to-peer feedback opportunities.

MATH- At the beginning of the year, we completed multiple group tasks (some math related, some not). After each one of these tasks, we talked about what group work looks and sounds like. We use these to talk about expectations when working in groups (respect, good listening, etc). Teachers also had students create calling sticks (popsicle sticks) so that we can utilize them throughout the year. Teachers have taught classroom routines for sharing in pairs and table groups. These expectations have been retaught after each break (Winter Break, Spring Break, etc.) Teachers have rewarded students who participate with HONOR cards or other incentives depending on what incentives works for each class/period. Teachers have utilized calling sticks/cards to ensure a fair chance at being heard.

Students were explicitly taught what the criteria and expectations were to be eligible for retakes. In class, time was devoted to having students sign up using FlexTime. Students signed up for targeted reteaching and for retakes. When retake forms were distributed, the team sent home an email to parents notifying them of the retake opportunity and expectations to be eligible to retake.

SCIENCE- taught students to actively develop and demonstrate self-management skills, particularly in the areas of organization.

SEL

All students will gain supportive relationships within their school community by participating in ELA community events once a trimester as measured by surveys for students and parents created and administered by the ELA team. We introduced the Book Club event in our ELA classes by hyping the novels and reading the first few chapters and some passages from our choices. We chose *The Schwa was Here* by Neal Shusterman and *Walk Two Moons* by Sharon Creech.

Which strategies were most effective? Least effective?

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

ELA/History- Reminding students of protocol and expectations has been effective. As students have grown comfortable and feel safe in the classroom setting, students share out more and forget to raise their hands at times. Giving students a heads-up that they will be called helps also. Based on the progress that we saw with the use of the equity cards. We will use other forms of soliciting student voices such as nearpod, My Favorite No, and Adobe Express.

We piloted the Venado Book Club Night. Although it was a small turnout, we were pleased with our accomplishment in providing an opportunity for Venado students, staff AND families to interact to promote a culture of literacy! Some of the best strategies were classroom spelling bees and providing honor cards for participation and effort. All strategies were effective.

History- Most Effective: Students who reflected on their grades typically were responsive in their willingness to make up their work.

Least Effective: It is clear as a department that we would like to check in more with parents as students were not always responsive in their grade reflection warmup.

VAPA- Music & Art- similar % that teacher is easy to approach. More students said they ask peers for help, which we like, as we encourage students to find help from others before coming to the teacher. We encourage them to collaborate and gain feedback from their peers.

MATH- We wish to utilize more student choice on how to participate more frequently. For example, when asking a student to share their strategies they can place their work under the document camera, write on the white board, annotate on the ipad, etc. Some students excel when sharing verbally but others would prefer to show their work visually. The most effective strategy was having students utilize class time to sign up for Tutorial. The least effective strategy was utilizing the tutorial schedule and instructing students to choose when they were coming to tutorial. The most effective strategy has been closing Tutorial for specific learning targets and assigning students to that Tutorial on FlexTime. The coaching conversations with students have been least effective. We have spent a significant amount of time trying to coach students and have not seen the benefits of it.

SCIENCE-Implemented binder reflections and established more consistent check-ins.

Introduced a "gotta-have-it checklist" to gradually release accountability, where both students and teachers completed it before tests.

Dedicated regular and consistent time to review student binders, ensuring all work was present and completed. This was very effective for students to intentionally analyze, and reflect on, their organizational and management skills. Students were able to point out specific strengths and weaknesses and set actionable goals. Gradual release of accountability with "gotta-have-it checklist" to use before the test.

Students began to fill out independently.

Implemented binder checks more frequently to foster accountability

Assignments checked weekly, if work is not completed it is considered a missing assignment.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

ELA/HISTORY- Based on the goal, the department can share sentence frames or other protocols to create a safe environment to allow more students to share. History department would like to be more proactive at signing struggling students up for tutorials.

VAPA- Music & Art- Rewrite some questions to be more clear as there still seems to be confusion when answering questions on the form. Voice to students that it's important to take the survey seriously so we can get accurate data, as some responses were not accurate. Art- planning to be more proactive in assigning students tutorial who are missing projects or needing time to complete it. Music - plans to use tutorial more to seek out the kids who don't ask for help, and offer help from my end during this time.

MATH- We want to consider having a way to measure their opportunity to share thoughts/ideas more frequently. This can be a google survey or quick Kahoot questions about how often they share their thoughts. This can also be added to their reflection process after each unit.

We will continue our current EEDI SPSA goal and reconvene once we have the equity tool data in the fall. Although we host targeted tutorials, they are not held for each individual learning target.

Increase parent communication about students' decisions regarding retake opportunities. We will send an email home when assessment grades have been posted with information about retake opportunities if their student is eligible.

SCIENCE- Add an opportunity to share peer feedback in addition to teacher feedback

Increase accountability for binder checks/ assignment checks

Continue developing gotta-have-it checklist with more fidelity to help prepare for test

Priority Focus Area (Goal) 1:

Focus Area #1: EEDI
 By the end of 2027, Venado will demonstrate an increase to moderate and strong evidence in the area indicators of the educational equity tool: Ensuring Just Outcomes for All Students, Ensuring all Voices Are Heard, and Understanding and Challenging Inequities as well as a 5% increase in student positive outcomes in the Hanover Survey related to EEDI.
 LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>IUSD EEDI Educational Equity Tool Hanover Survey</p>	<p>Evidence of Educational Equity Hanover-Inclusive Curriculum & Practices</p> <p>HANOVER 2024: 59% of students feel represented! We surpassed our aim of 10% IMPROVEMENT last year and would like to continue this momentum. Overwhelming majority (88%) of students agree that VMS supports LGBTQ+ students, indicating that our school is largely perceived as a safe space. We want the remaining 12% to feel that LGBTQ+ students are supported, especially if some within this margin identify as part of this demographic, 88% of students still agree, we have maintained our standing, and seek to improve.</p> <p>Overwhelming majority (91%) of students agree that VMS supports students with disabilities, indicating that our school is largely perceived as an inclusive space. We want the remaining 9% to feel that all students are supported, especially if some within that margin are students with disabilities. The percentage of students who disagree has dropped to 2%, while 6% neither agree nor disagree..</p> <p>Incidence of racism: 64% of students have witnessed racism, while 36% reported that they have experienced it. This is an increase in racism as reported by students, and many shared</p>	<p>Evidence of Educational Equity Tool results from "moderate" to "strong evidence"</p> <p>Hanover- Agree and Strongly written in the affirmative will be considered positive outcomes, with an aim of a 10% increase in our subgroups among Inclusive Curriculum & Practices. 64% of students will feel represented 93% of students will agree that VMS supports LGBTQ+ students</p> <p>96% of students will agree that VMS supports students with disabilities</p> <p>Incidence of racism: while our goals of having less than 59% of students reporting that they will have witnessed racism, and less than 31% reporting that they may have experienced it, we hope to be far, far below this 5% drop. Representation continues to be an area of continued growth in our EEDI efforts.</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	in the Hanover comments their concerns about racism.	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Instructional Assistants Title I Coordinator/TOSA College and Career Field Trips Parent Engagement Materials, Supplies and Equipment YEAR 2: Instructional Assistants Title I Coordinator/TOSA College and Career Field Trips Parent Engagement Materials, Supplies and Equipment YEAR 3: Instructional Assistants Title I Coordinator/TOSA College and Career Field Trips Parent Engagement Materials, Supplies and Equipment	YEAR 1: Title I Title I Title I Title I LCFF Base	YEAR 1: 12,000 25,000 3,000 2,000 37,000	YEAR 1: General Education, Title I and EL General Education, Title I and EL General Education Students, Title I General Education, Title I and EL General Education, Title I and EL	YEAR 1: Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Greater equity achieved by: 1. TOSA'S recruitment & training of college mentors providing at promise students with reduced student:adult ratios in intervention as math and science classes 2. TOSA works to address barriers limiting family and student engagement, provides parent engagement program targeting parents of at promise students, supports student attendance 3. TOSA coordinates College & Career field trips, speakers for Title I students 4. IAs support teachers in servicing various student populations such as EL, Title I, and targeted Intervention 5. Resources needed by departments for their continued PLC and content needs to support instruction.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Standards-Based Grading, Best Practices for supporting ELs., ADL Staff Training, Staff Charter Training Staff SEL School Connect PD Year 2: Con't Standards-Based Grading, Best Practices for supporting ELs, Staff SEL PD Year3: Con't Standards-Based Grading, Best Practices for supporting ELs, Staff SEL PD			
How will success be measured? What data will be collected to measure progress and when?	Year 1: IUSD Annual Survey Data, annually Year 2: IUSD Annual Survey Data, annually Year3: IUSD Annual Survey Data, annually			

Priority Focus Area (Goal) 2:

Focus Area 2: SEL/Climate

By the end of 2027 Venado students will improve by 5% on Panorama's 5 areas of Student Competency and Well Being measures: Emotional Regulation, Grit, Self-Management, Social Awareness, & Supportive Relationships.

Emotional Regulation: Students with strong emotion regulation stay relaxed and calm, even when things go wrong.

Grit: Students with grit keep trying even when things get hard.

Self-Management: Students with strong self-management are calm and focused on their work.

Social Awareness: Students with a strong social awareness get along well with classmates and teachers.

Supportive Relationships: Students with supportive relationships have people who they can be themselves around and count on for help.

LCAP Goal: Create a positive school climate and system of supports for student personal and academic growth.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>Panorama- Student Social Emotional Competencies, administered in winter and spring)</p> <p>Absenteeism by subgroup/ Educlimber</p>	<p>Panorama</p> <ul style="list-style-type: none"> • below district average in 4 of 5 Student Competency and Well Being: Emotional Regulation, Grit, Self-Management, Supportive Relationship • 28% of current students do not have a teacher or other adult in school they can count on to help them • AA/B results note significant need to improve Student Competency and Well-Being Measures in Emotion Regulation, Grit, Self-Management, Social Awareness <p>Supportive Relationships: 82% Self Management 68% Social Awareness 75% GRIT 60% Emotional Regulation 46%</p>	<p>Panorama: (the following scores or higher)</p> <p>Supportive Relationships: 87% Self Management: 73% Social Awareness: 80% GRIT: 65% Emotional Regulation: 51%</p>

Actions, Strategies, and Expenditures:

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1: Advisement SEL Education Library Books/ Media Center Materials, Equipment and Supplies - Requests from Departments</p> <p>YEAR 2: Advisement SEL Education Library Books/ Media Center Materials, Equipment and Supplies - Requests from Departments</p> <p>YEAR 3: Advisement SEL Education Library Books/ Media Center Materials, Equipment, and Supplies - Requests from Departments</p>	<p>YEAR 1: Lottery Lottery LCFF Base</p>	<p>YEAR 1: Paid by District 5,000 5,000</p>	<p>YEAR 1: General Education Students General Education Students General Education Students</p>	<p>YEAR 1: Admin, MTSS Team, Librarian</p>
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Creates a positive school climate and system of supports for student personal and academic growth. Provides access to all students.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Staff Charter Training, Staff SEL School Connect PD</p> <p>Year 2: Con't SEL PD/Curriculum</p> <p>Year3: Con't SEL PD/Curriculum</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Panorama annually</p> <p>Year 2: Panorama annually</p> <p>Year3: Panorama annually</p>			

Priority Focus Area (Goal) 3:

Focus Area: Achievement

By the end of 2027, the median growth of students' academic performance in math, ELA, and science, of those who are not meeting or are nearly meeting proficiency, will improve by 5%, particularly among our focus subgroups such as Latinx, African American, Special Education, EL, etc.

LCAP Goal 2: Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff and students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Educlimber CAASPP STAR Reading Math MOC, EOY CAST Department Common Assessments	<p>CAASPP/SBAC ELA Standard Met or Exceeded Overall 70% Subgroups of Concern at Benchmark:</p> <p>Overall, 544 students were 53.8 points above standard Maintained +2.5 points.</p> <ul style="list-style-type: none"> EL population: 152 students performed 24.5 points above standard and increased +9.8 points Low SES: 117 students performed 2.4 points above standard. Hispanic & Black/African American: performing in the yellow or below on the CAASPP ELA <p>Hispanic students (95) performed 6.6 points below standard</p> <ul style="list-style-type: none"> Students with disabilities: (61), performed 80.3 points below standard <p>STAR reading, students meeting benchmarks for their reading level increased to 69.1% (MOY)</p> <p>SBAC Math Standard Met or Exceeded: Overall 61.23% Students with disabilities scored in the "orange" category</p> <p>CAST Standard Met or Exceeded Overall, 47.28% SPED: 1.15% standard met 17.32% standard nearly met 39.29% standard not met</p>	<p>By the end of 2027, the median growth of students' academic performance in math, ELA, and science, of those who are not meeting or are nearly meeting proficiency, will improve by 5%, particularly among our focus subgroups such as Latinx, Black, Special Education, EL, etc.</p> <p>ELA CAASPP At or Above Benchmark: 70% >>75% with subgroups improved</p> <p>SBAC Math Standard Met or Exceeded: Overall 66.23% (with improvements made by subgroups) Students with disabilities scored in the "yellow" category</p> <p>CAST Standard Met or Exceeded Overall, 52.28% (with improvements made by subgroups)</p>

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	EL: 43.2% standard nearly met 9.52% standard not met	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Instructional Assistants Reduce Class Size in Classes with EL Students Title I Coordinator Release Materials, Equipment and Supplies YEAR 2: Instructional Assistants Reduce Class Size in Classes with EL Students Title I Coordinator Release Materials, Equipment and Supplies YEAR 3: Instructional Assistants Reduce Class Size in Classes with EL Students Title I Coordinator Release Materials, Equipment and Supplies	YEAR 1: Title I LCFF Supplementa I Title I LCFF Base	YEAR 1: 12,000 25,000 25,000 37,000	YEAR 1: General Education, Title I and EL General Education General Education and Title I General Education and Title I	YEAR 1:
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff, parents and students. Greater equity achieved by: 1. TI TOSA'S recruitment & training of college mentors providing at promise students with reduced student:adult ratios in intervention as math and science classes 2. TI TOSA works to address barriers limiting family and student engagement, provides parent engagement program targeting parents of at promise students, supports student attendance review team families 3. TI TOSA coordinates College & Career field trips, speakers for Title I students 4. IAs support teachers in servicing various student populations such as EL, Title I, and targeted Intervention 5. Materials, equipment, supplies address resource inequities, needed by school and departments for their continued PLC and content needs to support instruction.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Standards Based Grading Practices PD, Educlimber PD, Embedded Honors PLC Year 2: Standards Based Grading Practices PD, Educlimber PD, Embedded Honors PLC Year3: Standards Based Grading Practices PD, Educlimber PD, Embedded Honors PLC			
How will success be measured? What data will be collected to measure progress and when?	Year 1: CA Dashboard, Educlimber Data Each Spring Year 2: CA Dashboard, Educlimber Data Each Spring Year3: CA Dashboard, Educlimber Data Each Spring			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

Allocation Used to fund 1 period of Reading Lab, Math Lab and Study Skills

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$79,000.00

Subtotal of additional federal funds included for this school: \$79,000.00

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 Base	\$79,000.00
LCFF Supplemental	\$25,000.00
Lottery	\$5,000.00

Subtotal of state or local funds included for this school: \$109,000.00

Total of federal, state, and/or local funds for this school: \$188,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	79,000.00
LCFF Supplemental	25,000.00
Lottery	5,000.00
Title I	79,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	79,000.00
	LCFF Supplemental	25,000.00
	Lottery	5,000.00
	Title I	79,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,000.00
Goal 2	10,000.00
Goal 3	99,000.00

ATSI Goal


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Advisory Committee
	Special Education Advisory Committee

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 05/23/24.

Attested:

	Principal, Luis Torres on 05/23/24
	SSC Chairperson, Shannon Van Dam on 05/23/24

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:

Luis Torres School Principal

Sherilyn Cammarato, Kevin Bui, Sarah Chade, Natalie Leimback Classroom Teachers

Ruki Charna, Susana Sarmiento, Molly Siple Other School Staff

Rebecca Cerna, Ken Arimura, Perry Fortier, Letty Oseguera, Erina Takinami Parent or Community Members

Khushi Adval, Saurish Gore, Krishna Dhanasekar, Elyas Alanis Secondary Students

Name of Members	Role
Shannon Van Dam	Other School Staff
Natalie Leimback	Classroom Teacher
Kevin Bui	Classroom Teacher
Sarah Chade	Classroom Teacher
Sherilyn Cammarato	Classroom Teacher
Rebeca Cerna	Parent or Community Member
Ken Arimura	Parent or Community Member
Letty Oseguera	Parent or Community Member
Perry Fortier	Parent or Community Member
Saurish Gore	Secondary Student
Krishna Dhanasekar	Secondary Student
Elyas Alanis	Secondary Student
Khushi Adval	Secondary Student
Ruki Charna	Other School Staff
Susana Sarmiento	Other School Staff
Molly Siple	Other School Staff
Erina Takanami	Parent or Community Member
Luis Torres	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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.54%	0.17%	2	3	1
African American	1.0%	1.99%	1.54%	4	11	9
Asian	35.7%	44.58%	46.66%	141	247	272
Filipino	2.5%	3.07%	3.09%	10	17	18
Hispanic/Latino	16.7%	15.70%	18.18%	66	87	106
Pacific Islander	0.3%	0.36%	0.17%	1	2	1
White	32.2%	23.47%	19.38%	127	130	113
Multiple/No Response	10.1%	9.93%	10.12%	40	55	59
Total Enrollment				395	554	583

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	193	278	288
Grade 8	202	276	295
Total Enrollment	395	554	583

Conclusions based on this data:

1. Increased enrollment of Hispanic students.
2. Increased enrollment of Asian students.
3. Decreased enrollment of white students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	39	77	72	9.9%	13.9%	12.3%
Fluent English Proficient (FEP)	80	130	150	20.3%	23.5%	25.7%
Reclassified Fluent English Proficient (RFEP)	18	105	122	46.2%	57.70%	62.90%

Conclusions based on this data:

1. Increase in RFEP
2. Increase in FEP
3. Overall increase in EL students enrolled since the start of pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	195	286	294	0	278	277	0	278	277	0.0	97.2	94.2
Grade 8	208	275	302	0	259	283	0	259	283	0.0	94.2	93.7
All Grades	403	561	596	0	537	560	0	537	560	0.0	95.7	94.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2598.	2610.		32.01	40.79		40.29	33.57		17.27	13.72		10.43	11.91
Grade 8		2619.	2610.		32.05	29.33		43.63	41.34		11.97	17.31		12.36	12.01
All Grades	N/A	N/A	N/A		32.03	35.00		41.90	37.50		14.71	15.54		11.36	11.96

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		28.88	34.66		63.18	54.51		7.94	10.83
Grade 8		33.59	26.15		52.90	61.13		13.51	12.72
All Grades		31.16	30.36		58.21	57.86		10.63	11.79

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		38.77	45.85		48.55	41.16		12.68	13.00
Grade 8		36.29	33.57		50.97	51.24		12.74	15.19
All Grades		37.57	39.64		49.72	46.25		12.71	14.11

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		22.38	21.66		69.31	73.29		8.30	5.05
Grade 8		23.55	21.91		69.11	70.67		7.34	7.42
All Grades		22.95	21.79		69.22	71.96		7.84	6.25

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		34.53	40.07		57.91	53.43		7.55	6.50
Grade 8		33.98	36.04		57.53	57.24		8.49	6.71
All Grades		34.26	38.04		57.73	55.36		8.01	6.61

Conclusions based on this data:

1. Overall, Research/Inquiry is an area of continued and needed focus in middle school.
2. Listening should be an area of focus, since reading and writing outcomes are higher compared to listening.
3. Reading should also be an area of focus as a sizeable percentage of students perform near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	195	286	294	0	284	290	0	284	290	0.0	99.3	98.6
Grade 8	208	275	302	0	269	293	0	268	293	0.0	97.8	97.0
All Grades	403	561	596	0	553	583	0	552	583	0.0	98.6	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2583.	2606.		33.80	45.52		25.35	21.72		21.48	18.97		19.37	13.79
Grade 8		2620.	2602.		43.28	33.79		17.91	21.50		19.40	21.84		19.40	22.87
All Grades	N/A	N/A	N/A		38.41	39.62		21.74	21.61		20.47	20.41		19.38	18.35

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		38.38	46.90		40.49	40.69		21.13	12.41
Grade 8		42.16	35.84		41.42	45.05		16.42	19.11
All Grades		40.22	41.34		40.94	42.88		18.84	15.78

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		27.82	37.24		52.11	45.86		20.07	16.90
Grade 8		35.07	29.35		50.37	51.88		14.55	18.77
All Grades		31.34	33.28		51.27	48.89		17.39	17.84

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		30.63	36.21		57.39	51.72		11.97	12.07
Grade 8		38.43	25.60		49.25	63.48		12.31	10.92
All Grades		34.42	30.87		53.44	57.63		12.14	11.49

Conclusions based on this data:

1. Improvement in overall math achievement among 7th graders.
2. Majority of students at or near standard.
3. Focus efforts on having students exceed communicating reasoning standard since over than 50% are on the cusp.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the 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	1533.1	1552.0	1536.4	1535.7	1568.7	1539.1	1530.1	1534.8	1533.3	26	29	35
8	1580.9	1533.9	1559.3	1608.1	1524.1	1572.0	1553.1	1543.5	1546.1	22	30	33
All Grades										48	59	68

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	30.77	37.93	28.57	23.08	24.14	22.86	7.69	10.34	22.86	38.46	27.59	25.71	26	29	35
8	50.00	17.86	33.33	18.18	35.71	27.27	13.64	21.43	24.24	18.18	25.00	15.15	22	28	33
All Grades	39.58	28.07	30.88	20.83	29.82	25.00	10.42	15.79	23.53	29.17	26.32	20.59	48	57	68

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	34.62	62.07	45.71	23.08	6.90	20.00	3.85	17.24	11.43	38.46	13.79	22.86	26	29	35
8	59.09	28.57	42.42	18.18	32.14	36.36	13.64	17.86	12.12	9.09	21.43	9.09	22	28	33
All Grades	45.83	45.61	44.12	20.83	19.30	27.94	8.33	17.54	11.76	25.00	17.54	16.18	48	57	68

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	11.54	10.34	8.57	23.08	31.03	25.71	26.92	24.14	42.86	38.46	34.48	22.86	26	29	35
8	13.64	3.57	6.06	40.91	35.71	36.36	18.18	35.71	30.30	27.27	25.00	27.27	22	28	33
All Grades	12.50	7.02	7.35	31.25	33.33	30.88	22.92	29.82	36.76	33.33	29.82	25.00	48	57	68

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	15.38	20.69	17.14	46.15	55.17	51.43	38.46	24.14	31.43	26	29	35
8	31.82	14.29	18.18	54.55	57.14	72.73	13.64	28.57	9.09	22	28	33
All Grades	22.92	17.54	17.65	50.00	56.14	61.76	27.08	26.32	20.59	48	57	68

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	57.69	68.97	62.86	15.38	20.69	17.14	26.92	10.34	20.00	26	29	35
8	77.27	35.71	66.67	13.64	42.86	21.21	9.09	21.43	12.12	22	28	33
All Grades	66.67	52.63	64.71	14.58	31.58	19.12	18.75	15.79	16.18	48	57	68

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	23.08	17.24	14.29	26.92	37.93	48.57	50.00	44.83	37.14	26	29	35
8	27.27	17.86	24.24	45.45	35.71	33.33	27.27	46.43	42.42	22	28	33
All Grades	25.00	17.54	19.12	35.42	36.84	41.18	39.58	45.61	39.71	48	57	68

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	3.85	3.45	5.71	61.54	79.31	74.29	34.62	17.24	20.00	26	29	35
8	4.55	3.57	3.03	77.27	89.29	78.79	18.18	7.14	18.18	22	28	33
All Grades	4.17	3.51	4.41	68.75	84.21	76.47	27.08	12.28	19.12	48	57	68

Conclusions based on this data:

1. Our EL's who decreased at least one ELPI level increased from 2022 to 2023 by 6.1%.
2. Focus should be on the areas of reading and writing.
3. Making progress towards English language proficiency.

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
583	20.2	12.3	0.5
Total Number of Students enrolled in Venado 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	72	12.3
Foster Youth	3	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	118	20.2
Students with Disabilities	62	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.5
American Indian	1	0.2
Asian	272	46.7
Filipino	18	3.1
Hispanic	106	18.2
Two or More Races	59	10.1
Pacific Islander	1	0.2
White	113	19.4

Conclusions based on this data:

1. Venado Middle School services a diverse community whereas 44.65% are Asian, 23.5% are white, 15.7% are Hispanic, 9.9% are two or more races, 3.1% are Filipino, 2% are African American, 0.5% are American Indian, and 0.45 are PI.
2. Venado Middle School services a diverse community whereas targeted supports need to be provided to our English Learners, Foster and Homeless Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism and suspension rates are an area of growth and emphasis for next year.
2. Our overall academic performance levels are high math and ELA.

School and Student Performance Data

Academic Performance English Language Arts

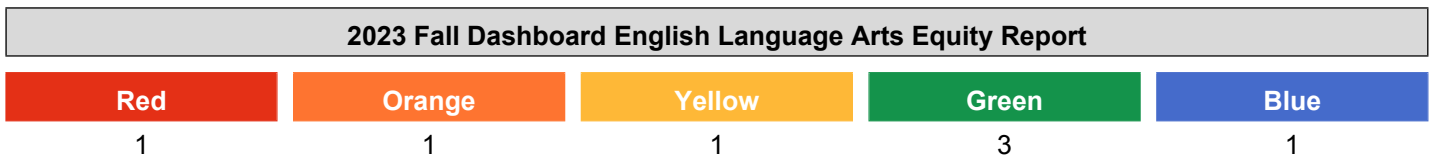
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 53.8 points above standard Maintained +2.5 points 544 Students	<p>English Learners</p>  Green 24.5 points above standard Increased +9.8 points 152 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 2.4 points above standard Decreased Significantly -15.6 points 117 Students	<p>Students with Disabilities</p>  Red 80.3 points below standard Decreased Significantly -20 points 61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Blue 83.1 points above standard Maintained +0.3 points 256 Students	73.3 points above standard Increased Significantly +21.5 points 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 points below standard Maintained +0.8 points 95 Students	 Green 65.1 points above standard Decreased -6.7 points 54 Students	Less than 11 Students 1 Student	 Green 31.6 points above standard Maintained +2.2 points 107 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
91.2 points below standard Decreased -11.9 points 43 Students	70.2 points above standard Increased Significantly +16 points 109 Students	61.3 points above standard Increased +9.6 points 347 Students

Conclusions based on this data:

1. Our overall ELA outcomes with student from disadvantaged backgrounds, EL, and all students is high.
2. Our Hispanic population must be a narrowed area of focus for us to improve upon.

School and Student Performance Data

Academic Performance Mathematics

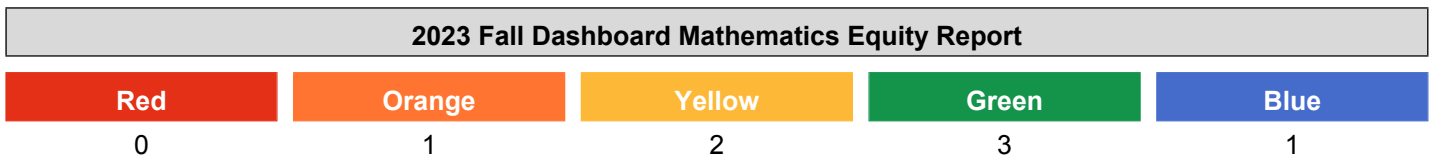
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 33.7 points above standard Increased +4.3 points 545 Students	English Learners  Green 22.6 points above standard Increased +13.1 points 152 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 27.2 points below standard Increased Significantly +15.1 points 118 Students	Students with Disabilities  Orange 105.4 points below standard Increased +13.2 points 61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Blue 86 points above standard Maintained 0 points 256 Students	59.8 points above standard Increased Significantly +31.4 points 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.2 points below standard Increased +11.3 points 95 Students	 Green 20.5 points above standard Decreased Significantly - 16.4 points 55 Students	Less than 11 Students 1 Student	 Green 1.6 points above standard Increased +11.8 points 107 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
78.5 points below standard Decreased Significantly -15.4 points 43 Students	62.4 points above standard Increased Significantly +21.7 points 109 Students	30.4 points above standard Increased +11.6 points 348 Students

Conclusions based on this data:

1. Our students from disadvantaged and Hispanic backgrounds have low performance in math.

School and Student Performance Data

Academic Performance English Learner Progress

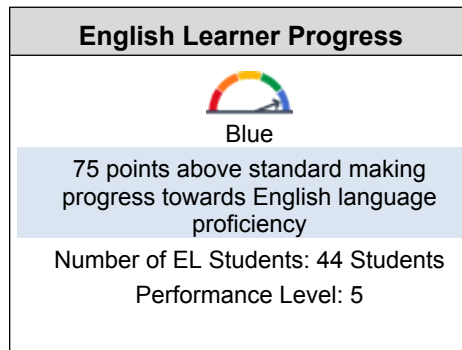
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	6	4	29

Conclusions based on this data:

- Our EL progress is to be commended as very high. We need to continue this trend.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 12.5% Chronically Absent Increased 0.8 606 Students	 Yellow 13.4% Chronically Absent Declined -4 82 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Red 27.2% Chronically Absent Maintained -0.2 136 Students	 Red 37% Chronically Absent Increased 6 73 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>28.6% Chronically Absent</p> <p>Increased 11.9</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Green</p> <p>3.2% Chronically Absent</p> <p>Maintained 0.1</p> <p>282 Students</p>	<p>5.6% Chronically Absent</p> <p>Maintained -0.3</p> <p>18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>30.6% Chronically Absent</p> <p>Declined -1</p> <p>108 Students</p>	<p> Orange</p> <p>7.9% Chronically Absent</p> <p>Increased 1.3</p> <p>63 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Red</p> <p>20.2% Chronically Absent</p> <p>Increased 3.1</p> <p>119 Students</p>

Conclusions based on this data:

1. An important area of growth moving forward will be to improve the attendance rate of students from disadvantaged backgrounds, students with disabilities, as well as Hispanic students.

School and Student Performance Data

Conditions & Climate Suspension Rate

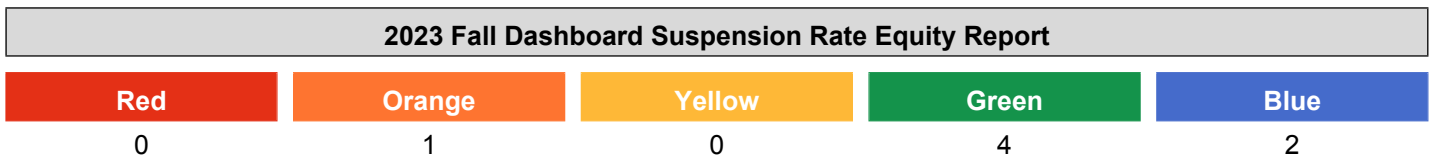
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.1% suspended at least one day</td> </tr> <tr> <td>Declined -1.4 613 Students</td> </tr> </tbody> </table>	All Students	 Green	1.1% suspended at least one day	Declined -1.4 613 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.2% suspended at least one day</td> </tr> <tr> <td>Declined -3.4 83 Students</td> </tr> </tbody> </table>	English Learners	 Green	1.2% suspended at least one day	Declined -3.4 83 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.7% suspended at least one day</p> <p>Declined -10 15 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0 283 Students</p>	<p>0% suspended at least one day</p> <p>Declined -11.8 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>2.7% suspended at least one day</p> <p>Declined -2.5 110 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 64 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <p>1.7% suspended at least one day</p> <p>Declined -2 121 Students</p>

Conclusions based on this data:

- Suspension data for hispanic, disadvantaged, and EL students need improvement.

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 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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