

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	Reapproval Oct. 14, 2025 / April 24, 2025	Reapproval Nov. 4, 2025 / June 24, 2025

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	Overall Performance: -Venado Middle School has demonstrated strong performance in ELA, with students performing above the state standard. -High Overall Achievement: The majority of students meet or exceed state proficiency standards. -Recognition: The school was named a 2024 California Distinguished School, partly due to strong ELA scores. STAR Renaissance Data from Mid Year Assessment: -77.6% of 7th Graders met the benchmark -78% of 8th Graders met the benchmark
Areas for Growth	Subgroup Performance/Areas for Improvement: -While the school demonstrates high overall performance, detailed data on specific student subgroups (e.g., English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students) is not readily available. Addressing potential achievement gaps among these groups remains essential. -English Learners (EL): EL students showed lower proficiency in reading and writing skills. -Students with Disabilities (SWD): Similar to math, SWD students struggle with literacy development, requiring additional support. -Socioeconomically Disadvantaged (SED) Students: Reading and writing scores for SED students are lower than their peers, highlighting a potential equity gap. STAR Renaissance Data from Mid Year Assessment: -22.4% of 7th Graders did not meet/nearly met the benchmark -22% of 8th Graders did not meet/nearly met the benchmark
Questions & Key Findings	No students tested in the red for ELA ELA showed our average went above standard ELA increased by 3.1 points Questions for Further Analysis: -How do reading intervention programs impact ELA scores for struggling students? -Are multilingual learners receiving enough support to develop academic vocabulary and comprehension skills? -What instructional strategies (e.g., close reading, annotation, discussion-based learning) are most effective in boosting reading comprehension? -How do writing assessments compare to reading performance—are students struggling more with writing skills?

	Literacy

	Math
Data Analyzed	CA Dashboard
Strengths	Overall Performance: -Mathematics: The school's performance in mathematics is commendable, with students achieving scores above the state standard. -Students performed above the state average, with a majority meeting or exceeding proficiency standards. -Low Suspension Rate: The positive school climate may contribute to better focus and engagement in math instruction.
Areas for Growth	Student Subgroup Performance/Areas for Improvement: -While the overall performance is strong, it's essential to examine the performance of specific student subgroups to ensure equity and identify areas for targeted support. -English Learners (EL): This subgroup showed lower proficiency levels in math compared to the overall student population. -Students with Disabilities (SWD): A significant achievement gap remains, with many students not meeting proficiency. -Socioeconomically Disadvantaged (SED) Students: This group lags behind their peers, indicating a need for targeted interventions.
Questions & Key Findings	Math showed our average went above standard Math increased by 7.7 points Questions for Further Analysis: -Which math concepts or standards present the greatest challenges for struggling subgroups? -How effective are existing intervention programs (e.g., tutoring, small-group instruction) in improving math outcomes? -How does chronic absenteeism correlate with math performance among at-risk students? -What instructional strategies could increase student engagement in math?

	SEL/Behavior
Data Analyzed	SEL: Panorama data - Counseling Team Behavior: Aeries Discipline Dashboard 23-24 & 24-25 (thus far after 2 trimesters) CA Dashboard suspension data
Strengths	SEL: We are in year two of district provided, research based SEL Program, School Connect. Although we are unable to complete the full curriculum, lessons were selected based on the outcome of the Spring 24 Panorama survey. Chosen areas of focus were Grit and Emotional Regulation. Our Fall Panorama survey yielded impressive results with Venado passing the District average in SEL proficiency 84% to 82%. Behavior: Decrease in major behaviors and suspendable offenses (29.5% v 15.3%) Decrease in ATS referrals (18.4% v 5.1%) Minor behaviors have increased and this may be due to change in tracking systems. In 23-24, minors were documented in Aeries and that practice was discontinued district-

	SEL/Behavior
	wide. We now track minors on Google docs, depending on the type of infraction. We also instituted a new electronic device policy which created a more streamlined approach to managing mobile phone usage on campus. We've observed a significant decline in the number of students using mobile phones on campus or having earbuds. This change has provided a more distraction-free learning environment and the teachers feel more supported.
Areas for Growth	SEL: Although we started the school year strong with School Connect lessons, our Winter Panorama data showed an overall decrease in SEL proficiency from 84 to 79 % We decreased in the number of students with all or many strengths in all four areas by 1-5% Behavior: At home suspension rate is the same - 5 (1%) 60% of the students who were suspended were students receiving Special Education services 100% of the students suspended were students from one of our diverse subgroups Some families chose at home suspension rather than the ATS referral 1 expulsion in 24-25 Regarding our new electronic devices policy, 15% of our students still violated the policy at least once, with only 20% of those who were repeat offenders. Since this was the first year with this new policy, we will solicit feedback to see where we can still grow.
Questions & Key Findings	SEL: The decrease in proficiency should force us to re-examine our SEL practices and intentions. It has been observed that there are advisors who do not carry out SEL lessons to the fidelity of the lesson objective. Students appear to voice their discontent with the expectations of behavior for an SEL lesson. Behavior: Not only are there fewer majors behaviors and suspendable offenses, but they also represent fewer types of behaviors, which helps us focus on re-teaching target behavior patterns, such as physical aggression. Most of the behaviors, minors and majors, are still occurring during unstructured times during break, lunch, or PE. There are few classroom behaviors requiring administrative interventions and we've seen growth in student behavioral patterns, thus a decline in behavioral incidents, since a return to normal after COVID.

	School Climate
Data Analyzed	Student engagement analysis with school attendance data on the CA Dashboard and Educlimber.
Strengths	Attendance: In 23-24, 9.5% of our students were chronically absent, which is defined as absent for any reason 10% or more of the school year. This was a 3% improvement from the year prior. As of now after only 2 trimesters, it looks like we have 16% of our students who have missed 10% or more of the school year; however, with a trimester remaining, this data may level out. We started the year by presenting a new PBIS Orientation lesson about Student attendance to inform and encourage positive student attendance. We also offer Independent Study Contracts when students travel for 5-15 school days so they can stay caught up with their school work and not accumulate absences.
Areas for Growth	Attendance: We need to intervene earlier when we notice attendance patterns affecting students. The groups with the poorest attendance patterns were our white students (21.7%), students with disabilities (27%) , students with two or more races (8.5%), hispanic

	School Climate
	students (18%), socioeconomically disadvantaged students(18%), and English learners (10%). Teachers have significant relational capacity to support student attendance by having conversations with students early when students are absent. These connections will go a long way to support positive attendance thereby targeting Tier 2 and 3 resources appropriately.
Questions & Key Findings	Key Findings: -Overall Improvement in Chronic Absenteeism: Chronic absenteeism at the school decreased by 3% from the previous year, reaching 9.5% in 2023–24. This suggests that schoolwide strategies, including PBIS Orientation lessons and increased use of Independent Study Contracts (ISC), have had a positive impact on overall attendance. -Potential Increase by Year-End: Despite the year-over-year improvement, current mid-year data shows that 16% of students are on track to become chronically absent by the end of the school year. This indicates a potential reversal of progress and highlights the need for sustained and timely intervention. -Disproportionate Impact on Key Student Groups: Certain student subgroups continue to experience higher rates of chronic absenteeism: Students with disabilities: 27%, White students: 21.7%, Hispanic and socioeconomically disadvantaged students: 18%, & English Learners: 10%. These disparities point to underlying equity issues and the need for targeted supports. -Opportunities for Strengthening Tiered Supports and Relationships: Staff-student relationships are seen as a school strength and a potential tool for intervention. However, current attendance supports rely heavily on administrative follow-up, with limited early Tier 2 and Tier 3 interventions. There is an opportunity to better engage all staff in relational and data-informed attendance practices. Guiding Questions for Continuous Improvement: -Systems & Monitoring: How can we strengthen early warning systems to identify and support students at risk of chronic absenteeism before patterns are established? -Equity & Access: What barriers are contributing to the disproportionate attendance challenges among students with disabilities, white students, and socioeconomically disadvantaged students? How can supports be adapted to meet the diverse needs and contexts of these subgroups? -Relational Approaches: How can we empower all staff members to play a more active role in fostering positive attendance through regular check-ins and family communication? -Program Evaluation: What impact has the PBIS attendance lesson had on student behavior, and how might it be expanded or refined? Are Independent Study Contracts being equitably accessed and used effectively to prevent absences related to travel or special circumstances?

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

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 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: 10/16/24, 1/29/25, 3/18/25, & 5/13/25

Annual Review

SPSA Year Reviewed: 2024-25

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?

Overall Implementation and Effectiveness:

Across all three schoolwide goals, most strategies were implemented as planned and showed varying degrees of success. Many departments demonstrated a commitment to equity, student voice, academic growth, and social-emotional development through targeted actions, surveys, classroom practices, and interventions. However, effectiveness varied depending on consistency, student engagement, and logistical alignment.

Goal 1: Educational Equity and Student Voice

Effective Implementation:

- ELA, HSS, and Science implemented random calling strategies (e.g., popsicle sticks, equity cards) and saw increased student engagement and a wider range of student voices being heard.
- PE and Electives used surveys to collect student feedback, helping identify student needs and modify instruction.
- Math implemented vertical whiteboard collaboration for daily warm-ups and participation, increasing peer-to-peer discussion.

Partial/Challenged Implementation:

- Science found randomized equity cards caused anxiety for some students, negatively affecting participation.
- PE's retake opportunity was underutilized, possibly due to strong first-time performance.
- Several departments acknowledged that while voice inclusion was increasing, consistent participation from quieter or marginalized students remains an area for growth.

Not Fully Implemented:

- No major strategies were reported as unimplemented; however, some lacked consistent execution or student readiness, like vertical whiteboard use during complex units in math.

Goal 2: Social-Emotional Learning (SEL) and Student Competency

Effective Implementation:

- PE and Electives successfully used group challenges and performance surveys to build student grit and self-management.
- ELA community events (Spelling Bee and Book Club) were well-received by attendees.
- Math and HSS successfully implemented grade checks, tutorials, and student conferences to build self-management.

Partial/Challenged Implementation:

- Book Club attendance was lower than desired, prompting a plan for broader promotion and inclusion of the librarian.
- Science found their binder rubric tool inconsistently used; one-on-one feedback was more effective.

Not Fully Implemented:

- Most planned strategies were implemented. However, engagement and consistency (e.g., using rubrics effectively, reaching all students) were key barriers to maximizing impact.

Goal 3: Academic Growth of At-Promise Subgroups

Effective Implementation:

- ELA and Math used STAR and retake data to target support for subgroups.
- PE incorporated biomechanics and real-world math/science applications, with positive anecdotal impact.
- Science supported writing with structured sentence frames and targeted tutorial sessions.

Partial/Challenged Implementation:

- Science noted students still struggled with modeling tasks (e.g., Free Body Diagrams), requiring more structured practice.
- Math faced difficulty in getting students to use or refer to learning targets independently.
- ELA noted a misalignment between their growth metric (percent increase) and the STAR Renaissance point-based reporting.

Not Fully Implemented:

- Art and Music's cross-curricular collaboration project did not occur due to misaligned planning timelines and staffing transitions.

Summary of What Was Implemented as Planned:

- Random calling tools, student feedback surveys, warm-up activities, community events, grade reflection/checks, SEL and academic support tutorials, and targeted instructional supports were generally implemented as planned.

Summary of What Was Not Fully Implemented and Why:

- Inconsistent tool usage (e.g., rubrics in science).
- Student anxiety around random calling (science).
- Limited retake participation (PE).
- Book club engagement challenges (ELA).
- Lack of curriculum alignment (Art/Music cross-project).
- Disconnect between metric design and available data tools (ELA STAR reporting).

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.

Most Effective Strategies

1. Randomized Participation Strategies (ELA, HSS, Science)

- Strategies like popsicle sticks, equity cards, and "numbered heads together" were highly effective in increasing student participation and voice. Teachers noted more diverse engagement and improved classroom culture.

2. Vertical Whiteboards in Math

- When used effectively, vertical whiteboards fostered collaboration and critical thinking. Warm-ups helped students share ideas and reinforced daily participation routines.

3. Student Surveys (PE, Electives, Science)

-Feedback surveys helped departments identify student needs and informed instructional adjustments. This empowered students and provided teachers with actionable insights.

4. Community Events (ELA)

-Events like the Spelling Bee and Book Club (despite some attendance challenges) were meaningful and celebrated academic engagement and collaboration.

5. Academic Tutorials and Grade Check-ins (Math, HSS)

-Frequent grade monitoring, tutoring, and conferences with students and families supported growth in academic performance and promoted student agency.

Least Effective Strategies

1. Equity Cards for Random Calling (Science)

-While designed to promote equitable participation, this method increased anxiety for some students and decreased their willingness to engage. A more student-centered approach is being considered.

2. Binder Rubric (Science)

-This tool was not consistently implemented or impactful across trimesters. It lacked follow-through and student ownership.

3. Retake Options (PE)

-Although available, few students utilized the retake opportunities. The reasons appear to be high success rates on initial assessments and lack of awareness or motivation.

4. Book Club Attendance (ELA)

-Attendance remained low despite improvements. Efforts to expand promotion and accessibility are in development.

5. Cross-Curricular Project (Art & Music)

-The planned collaboration was not implemented due to scheduling conflicts and curriculum alignment issues. Both departments plan to revisit the project in the following school year.

Differences Between Intended Implementation and Budgeted Expenditures

1. Book Club & Community Events (ELA): Intended implementation included high student/family engagement. While events occurred and were well-executed, actual attendance was lower than anticipated, which may have reduced the cost-effectiveness of any allocated materials or refreshments for participants.

2. Cross-Curricular Art-Music Project: This was not implemented, though it was part of the plan and likely associated with some budget expectations (e.g., materials, equipment, or presentation resources).

Misalignment in planning and time constraints led to a postponement of the project, delaying associated expenditures.

3. Binder Rubric and Paper Tools (Science): While low-cost, the inconsistent usage of rubrics meant some printed resources may have been underutilized or ineffective in achieving their instructional purpose.

4. Technology and Survey Tools: Strategies involving student voice through digital surveys were successfully implemented across departments, often with minimal budget impact due to existing platforms like Google Forms. These were highly cost-effective and impactful.

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

Goal Refinement:

While the original goals were well-aligned with district priorities—focusing on equity, social-emotional development, and academic growth for at-risk students—there is an opportunity to enhance clarity, measurability, and alignment between metrics and data tools moving forward.

Recommended Changes by Area:

1. Goals:

-Clarify and narrow focus: Consider breaking broader, multi-faceted goals into more focused sub-goals (e.g., separating academic and SEL components or equity practices vs. participation outcomes).

-Ensure vertical alignment: Align goals more directly with departmental PLC goals and district-wide strategic plans.

2. Metrics:

-Align goals with measurable, accessible tools: For example, STAR Renaissance uses point-based growth, but the goal was written as a percentage. Future metrics should align with the reporting capabilities of the chosen assessment platform. Secondly, binder rubric usage in science lacked consistency—metrics tied to such tools should include a clear implementation protocol.

-Use multiple forms of measurement: Pair quantitative data (surveys, scores) with qualitative reflections (exit tickets, student interviews) for a richer picture.

3. Strategies & Actions:

-Prioritize consistency and scalability: Vertical whiteboards, random calling strategies, and peer-led discussions were high-impact. These could be scaled schoolwide with shared training and templates.

-Increase flexibility and student agency: Strategies like randomized calling (e.g., equity cards) should evolve into more inclusive methods like opt-in participation protocols, silent discussions, or sentence frame supports.

-Rebuild under-implemented plans: The cross-curricular art/music collaboration could succeed next year with earlier curriculum planning, shared prep time, and defined deliverables.

-Target early outreach for events: Boost community event participation by advertising at Back-to-School Night, in advisory, and via social media/newsletters. Involve the library/media center for promotion and resources.

4. Expenditures:

-Redirect or reallocate funds to: 1. Support more widely used strategies (e.g., student surveys, vertical whiteboard materials, flexible furniture). 2. Offer stipends or collaboration time for cross-department planning (especially for interdisciplinary projects). 3. Expand event participation (e.g., snacks, raffle prizes, book giveaways) to increase family and student turnout at community events. 4. Reduce spending in areas with low usage (e.g., unused retake materials, inconsistent rubric resources) or transition them to more adaptable formats.

Summary:

Moving forward, refining the goals and their associated strategies for clarity, student-centered design, and measurable outcomes will strengthen the impact of this Title-funded plan. Emphasizing high-leverage practices that empower student voice, agency, and equity—while increasing cross-department alignment—will ensure continuous growth and improved student outcomes.

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 - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
IUSD EEDI Educational Equity Tool Hanover Survey	Evidence of Educational Equity Hanover-Inclusive Curriculum & Practices 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. 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	Evidence of Educational Equity Scores: Hanover-Inclusive Curriculum & Practices Overall, 48% of students feel represented, which is a 5% improvement from 21-22. Overwhelming majority (88%) of students agree that VMS supports LGBTQ+ students, indicating that our school is largely perceived as a safe space Overwhelming majority (92%) of students agree that VMS supports students with disabilities, indicating that our school is largely perceived as an inclusive space. Area of growth to reduce the incidence of racism toward any ethnic group. This year, 39% of Middle Eastern/North African students reported experiencing racism and Latinx were the next highest at 30%, while 30% of students preferred not to respond.	Evidence of Educational Equity Tool results from "moderate" to "strong evidence" 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 96% of students will agree that VMS supports students with disabilities 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.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	students with disabilities. The percentage of students who disagree has dropped to 2%, while 6% neither agree nor disagree.. 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 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 Field Trips ie college and career Parent Engagement Materials, Supplies and Equipment Reduce Class Size Reduce Class Size in ELD classes (Classes with ELD 1 clusters averages are kept lower than mainstream classes)	YEAR 1: Title I Title I Title I Title I LCFF Base Title I LCFF Supplementa I	YEAR 1: 18,750 11,650 10883 1,000 37,000 10,250 10250	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 General Education, Title I and EL General Education, Title I and EL General Education, Title I and EL General Education, Title I and EL 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 Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team Admin, Title I Coordinator, Leadership Team

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
					Admin, Title I Coordinator, Leadership Team
YEAR 2: Instructional Assistant (25 Hour) Title I Coordinator College and Career Field Trips Parent Engagement FlexTime Materials, Equipment and Supplies Instructional Assistant (15 Hour) Fund 1/2 Section to Lower Class Size in ELA		YEAR 2: Title I Title I Title I Title I Title I LCFF Base Title I LCFF Supplementa I	YEAR 2: 12,300.57 15,115 1,000 500 2,500 22548 7684 9302.65	YEAR 2: General Education & Title I General Education & Title I General Education Students, Title I All Students All Students All Students General Education, Title I and EL General Education & Title I General Education and EL	YEAR 2: Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator, Admin, Title I Coordinator, Leadership Team Admin & Title I Coordinator
YEAR 3: Instructional Assistants Title I Coordinator/TOSA College and Career Field Trips Parent Engagement Materials, Supplies and Equipment					
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. Title I Coordinator works with administration to address barriers limiting family and student engagement, provides parent engagement program targeting parents of at promise students, supports student attendance 2. Title I Coordinator coordinates College & Career field trips, speakers for Title I students 4. IA support teachers in servicing 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, Working with Diverse Communities Year3:			

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 - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama- Student Social Emotional Competencies, administered in winter and spring) Absenteeism by subgroup/ Educlimber	Panorama -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 Supportive Relationships: 82% Self Management 68% Social Awareness 75% GRIT 60% Emotional Regulation 46%	Panorama -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 Supportive Relationships: 82% VMS vs 83% IUSD Self Management 68% VMS vs 70% Social Awareness 66% VMS vs 65% GRIT 60% VMS vs 62% Emotional Regulation 46% VMS vs 48%	Panorama: (the following scores or higher) Supportive Relationships: 87% Self Management: 73% Social Awareness: 80% GRIT: 65% Emotional Regulation: 51%

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: Library Books & Novels / Media Center Materials, Equipment and Supplies - Requests from Departments		YEAR 1: Lottery Lottery LCFF Base	YEAR 1: 10000 5000	YEAR 1: General Education Students General Education Students	YEAR 1: Admin & Librarian
YEAR 2: TeamWork Leadership Day Field Trip for At-promise Students Action/Strategy: Provide a Team-Building and Resilience TeamWork/Leadership Day experience for at-promise students as part of the school's SEL initiative to improve engagement, self-management, and collaboration skills aligned to academic success. Justification: The TeamWork/Leadership Day serves as an evidence-based SEL intervention for students identified as at risk of academic failure. It supports SPSA Goal 2 by improving self-efficacy and school connectedness, leading to increased academic focus and achievement. Evaluation Examples: Teachers that will accompany their classes will debrief with students after the event and will summarize what they share in a class learning summary that admin will develop and provide the teachers. Library Books/ Media Center Materials, Equipment and Supplies		YEAR 2: Title I Lottery LCFF Base	YEAR 2: 16,000 21,130.03 22548	YEAR 2: General and Special Education Students All Students All Students	YEAR 2: Admin, MTSS Team, Leadership Team Admin and Librarian
YEAR 3: Advisement SEL Education Library Books/ Media Center Materials, Equipment, and Supplies - Requests from Departments					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Creates a positive school climate and system of supports for student personal and academic growth. Provides access to all students.				
What professional learning will be offered to staff to support these actions? How will the	Year 1: Staff Charter Training, Staff SEL School Connect PD				

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
staff be supported during implementation?	Year 2: Con't SEL PD/Curriculum Year3:			

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 - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Educlimber CAASPP STAR Reading Math MOC, EOY CAST Department Common Assessments	CAASPP/SBAC ELA Standard Met or Exceeded Overall 70% Subgroups of Concern at Benchmark: Overall, 544 students were 53.8 points above standard Maintained +2.5 points. -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 Hispanic students (95) performed 6.6 points below standard -Students with disabilities: (61), performed 80.3 points below standard STAR reading, students meeting benchmarks for their reading level increased to 69.1% (MOY) SBAC Math Standard Met or Exceeded: Overall 61.23% Students with disabilities scored in the “orange” category CAST Standard Met or Exceeded Overall, 47.28%	STAR Overall 7th, BOY >>>EOY At or Above Benchmark: 71% >>69% Overall 8th, BOY >>>EOY At or Above Benchmark: 61% >>57% Subgroups of Concern at Benchmark: Black 50% Latin 42.9% >>>37.8% CAASPP/SBAC ELA Standard Met or Exceeded Overall 73.93% SBAC Math Standard Met or Exceeded: Overall 60.04% CAST Standard Met or Exceeded Overall, 59.85%	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. ELA CAASPP At or Above Benchmark: 70% >>75% with subgroups improved SBAC Math Standard Met or Exceeded: Overall 66.23% (with improvements made by subgroups) Students with disabilities scored in the “yellow” category CAST Standard Met or Exceeded Overall, 52.28% (with improvements made by subgroups)

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	SPED: 1.15% standard met 17.32% standard nearly met 39.29% standard not met 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 ELD classes (Classes with ELD 1 clusters averages are kept lower than mainstream classes) Title I Coordinator Release Materials, Equipment and Supplies Reduce Class Size	YEAR 1: Title I LCFF Supplementa I Title I LCFF Base Title I	YEAR 1: 18,750 10250 11,650 37,000 10,250	YEAR 1: General Education, Title I and EL General Education General Education and Title I General Education and Title I General Education and Title I	YEAR 1:
YEAR 2: Instructional Assistant (25 hour) Title I Coordinator Release College and Career Field Trips Flextime Parent Engagement Materials, Equipment and Supplies Instructional Assistant (15 hour) Fund 1/2 Section to Lower Class Size in ELA	YEAR 2: Title I Title I Title I Title I Title I LCFF Base Title I LCFF Supplementa I	YEAR 2: 12,300 15,115 1,000 2,500 500 22548 7684 9302	YEAR 2: General Education & Title I General Education & Title I General Education & Title I General Education and Title I All Students All Students All Students General Education & Title I	YEAR 2: Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator Admin & Title I Coordinator

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
				General Education & EL	
YEAR 3: Instructional Assistants Reduce Class Size in Classes with EL Students Title I Coordinator Release Materials, Equipment and Supplies					
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: 2. TI Coordinator works with administration 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 Coordinator coordinates College & Career field trips, speakers for Title I students 4. IA supports 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.				
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:				

Priority Focus Area (Goal) 4:

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Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

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:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:		YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

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

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Venado Middle School utilizes direct support funding from the Local Control and Accountability Plan (LCAP) to provide targeted student interventions and support. To ensure equitable placement and support, the school carefully considers the needs of various student groups, including foster youth and other at-risk individuals, when determining placement in intervention sections, prioritizing those with the greatest needs.

This allocation from the LCAP fund the following sections:
1 section of Reading Lab
1 section of Math Lab

2 sections of ELA to lower class sizes in ELA classes, 1 section for each grade level.

LCAP ITEM (Elementary Schools Only):

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

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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?

NA

Which strategies were most effective? Least effective?

NA

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

NA

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

NA

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	\$201,577.25
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	\$94,198.57

Subtotal of additional federal funds included for this school: \$94,198.57

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	\$67,644.00
LCFF Supplemental	\$18,604.65
Lottery	\$21,130.03

Subtotal of state or local funds included for this school: \$107,378.68

Total of federal, state, and/or local funds for this school: \$201,577.25

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	67,644.00
LCFF Supplemental	18,604.65
Lottery	21,130.03
Title I	94,198.57

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	67,644.00
	LCFF Supplemental	18,604.65
	Lottery	21,130.03
	Title I	94,198.57

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,950.22
Goal 2	59,678.03
Goal 3	70,949.00

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/25.

Attested:

	Principal, Luis Torres on 4/24/25
	SSC Chairperson, Shannon Van Dam on 5/13/25

School Site Council Membership

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

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

Name of Members	Role
Natalie Leimback	Classroom Teacher
Shelby Matthews	Other School Staff
Shannon Van Dam	Other School Staff
Eugene Hahn	Classroom Teacher
Leanne Vargas	Classroom Teacher
John Beckman	Classroom Teacher
Luis Torres	Principal
Molly Siple	Other School Staff
Ruki Charna	Other School Staff
Arya Aras	Secondary Student
Paarth Arora	Secondary Student
Brianne Luk	Secondary Student
Anson Nguyen	Secondary Student
Melissa Heddon	Parent or Community Member
Azadeh Rostami	Parent or Community Member
Eva Yen	Parent or Community Member
Jiawei Qi	Parent or Community Member
Erina Takinami	Parent or Community Member

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.54%	0.17%	%	3	1	
African American	1.99%	1.54%	1.45%	11	9	8
Asian	44.58%	46.66%	50.99%	247	272	282
Filipino	3.07%	3.09%	3.25%	17	18	18
Hispanic/Latino	15.70%	18.18%	15.19%	87	106	84
Pacific Islander	0.36%	0.17%	%	2	1	
White	23.47%	19.38%	18.81%	130	113	104
Multiple/No Response	9.93%	10.12%	9.95%	55	59	55
Total Enrollment				554	583	553

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	278	288	260
Grade 8	276	295	293
Total Enrollment	554	583	553

Conclusions based on this data:

1. Slight increase in Asian students.
2. Slight decrease in Hispanic/Latino students.
3. Overall decrease in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	72	59	9.9%	13.9%	10.7%
Fluent English Proficient (FEP)	130	150	159	20.3%	23.5%	28.8%
Reclassified Fluent English Proficient (RFEP)	105	122		46.2%	57.70%	

Conclusions based on this data:

1. Decrease in EL students overall.
2. Slight increase in FEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	286	294	260	278	277	246	278	277	246	97.2	94.2	94.6
Grade 8	275	302	302	259	283	285	259	283	285	94.2	93.7	94.4
All Grades	561	596	562	537	560	531	537	560	531	95.7	94.0	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2598.	2610.	2616.	32.01	40.79	44.31	40.29	33.57	31.71	17.27	13.72	12.60	10.43	11.91	11.38
Grade 8	2619.	2610.	2613.	32.05	29.33	33.68	43.63	41.34	39.30	11.97	17.31	12.98	12.36	12.01	14.04
All Grades	N/A	N/A	N/A	32.03	35.00	38.61	41.90	37.50	35.78	14.71	15.54	12.81	11.36	11.96	12.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	28.88	34.66	33.74	63.18	54.51	56.10	7.94	10.83	10.16
Grade 8	33.59	26.15	34.39	52.90	61.13	51.23	13.51	12.72	14.39
All Grades	31.16	30.36	34.09	58.21	57.86	53.48	10.63	11.79	12.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	38.77	45.85	50.81	48.55	41.16	38.21	12.68	13.00	10.98
Grade 8	36.29	33.57	33.33	50.97	51.24	49.82	12.74	15.19	16.84
All Grades	37.57	39.64	41.43	49.72	46.25	44.44	12.71	14.11	14.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	22.38	21.66	16.67	69.31	73.29	79.27	8.30	5.05	4.07
Grade 8	23.55	21.91	24.21	69.11	70.67	67.72	7.34	7.42	8.07
All Grades	22.95	21.79	20.72	69.22	71.96	73.07	7.84	6.25	6.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	34.53	40.07	39.84	57.91	53.43	52.44	7.55	6.50	7.72
Grade 8	33.98	36.04	36.49	57.53	57.24	53.68	8.49	6.71	9.82
All Grades	34.26	38.04	38.04	57.73	55.36	53.11	8.01	6.61	8.85

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	286	294	260	284	290	257	284	290	257	99.3	98.6	98.8
Grade 8	275	302	301	269	293	292	268	293	292	97.8	97.0	97
All Grades	561	596	561	553	583	549	552	583	549	98.6	97.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2583.	2606.	2608.	33.80	45.52	44.36	25.35	21.72	20.23	21.48	18.97	23.35	19.37	13.79	12.06
Grade 8	2620.	2602.	2618.	43.28	33.79	44.52	17.91	21.50	17.81	19.40	21.84	14.38	19.40	22.87	23.29
All Grades	N/A	N/A	N/A	38.41	39.62	44.44	21.74	21.61	18.94	20.47	20.41	18.58	19.38	18.35	18.03

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	27.82	37.24	38.52	52.11	45.86	47.08	20.07	16.90	14.40
Grade 8	35.07	29.35	36.99	50.37	51.88	43.15	14.55	18.77	19.86
All Grades	31.34	33.28	37.70	51.27	48.89	44.99	17.39	17.84	17.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	30.63	36.21	35.02	57.39	51.72	56.03	11.97	12.07	8.95
Grade 8	38.43	25.60	36.30	49.25	63.48	51.03	12.31	10.92	12.67
All Grades	34.42	30.87	35.70	53.44	57.63	53.37	12.14	11.49	10.93

Conclusions based on this data:

1. Maintaining scores the last two years 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 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1552.0	1536.4	1550.0	1568.7	1539.1	1564.1	1534.8	1533.3	1535.3	29	35	28
8	1533.9	1559.3	1567.5	1524.1	1572.0	1579.0	1543.5	1546.1	1555.5	30	33	40
All Grades										59	68	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	37.93	28.57	28.57	24.14	22.86	32.14	10.34	22.86	17.86	27.59	25.71	21.43	29	35	28
8	17.86	33.33	37.50	35.71	27.27	22.50	21.43	24.24	22.50	25.00	15.15	17.50	28	33	40
All Grades	28.07	30.88	33.82	29.82	25.00	26.47	15.79	23.53	20.59	26.32	20.59	19.12	57	68	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	62.07	45.71	53.57	6.90	20.00	17.86	17.24	11.43	14.29	13.79	22.86	14.29	29	35	28
8	28.57	42.42	47.50	32.14	36.36	20.00	17.86	12.12	20.00	21.43	9.09	12.50	28	33	40
All Grades	45.61	44.12	50.00	19.30	27.94	19.12	17.54	11.76	17.65	17.54	16.18	13.24	57	68	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.34	8.57	14.29	31.03	25.71	17.86	24.14	42.86	35.71	34.48	22.86	32.14	29	35	28
8	3.57	6.06	15.00	35.71	36.36	32.50	35.71	30.30	27.50	25.00	27.27	25.00	28	33	40
All Grades	7.02	7.35	14.71	33.33	30.88	26.47	29.82	36.76	30.88	29.82	25.00	27.94	57	68	68

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	20.69	17.14	28.57	55.17	51.43	57.14	24.14	31.43	14.29	29	35	28
8	14.29	18.18	35.00	57.14	72.73	42.50	28.57	9.09	22.50	28	33	40
All Grades	17.54	17.65	32.35	56.14	61.76	48.53	26.32	20.59	19.12	57	68	68

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	68.97	62.86	64.29	20.69	17.14	21.43	10.34	20.00	14.29	29	35	28
8	35.71	66.67	62.50	42.86	21.21	17.50	21.43	12.12	20.00	28	33	40
All Grades	52.63	64.71	63.24	31.58	19.12	19.12	15.79	16.18	17.65	57	68	68

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	17.24	14.29	14.29	37.93	48.57	46.43	44.83	37.14	39.29	29	35	28
8	17.86	24.24	30.00	35.71	33.33	30.00	46.43	42.42	40.00	28	33	40
All Grades	17.54	19.12	23.53	36.84	41.18	36.76	45.61	39.71	39.71	57	68	68

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	3.45	5.71	10.71	79.31	74.29	71.43	17.24	20.00	17.86	29	35	28
8	3.57	3.03	10.00	89.29	78.79	80.00	7.14	18.18	10.00	28	33	40
All Grades	3.51	4.41	10.29	84.21	76.47	76.47	12.28	19.12	13.24	57	68	68

Conclusions based on this data:

1. Overall language scores have gone up from previous years.
2. Focus should be on the areas of reading and writing.
3. Making progress towards English language proficiency.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
553	21.2%	10.7%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	10.7%
Foster Youth	1	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	117	21.2%
Students with Disabilities	60	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4%
American Indian	0	0.0%
Asian	282	51%
Filipino	18	3.3%
Hispanic	84	15.2%
Two or More Races	55	9.9%
Pacific Islander	0	0.0%
White	104	18.8%

Conclusions based on this data:

- Venado Middle School services a diverse community whereas 51% are Asian, 18.8% are white, 15.2% are Hispanic, 9.9% are two or more races, 3.3% are Filipino, and 1.4% are African American

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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Chronic Absenteeism and suspension rates are an area of growth and emphasis for next year.
- Our overall academic performance levels are high math and ELA. Our scores are higher than the previous year.

School and Student Performance Data

Academic Performance English Language Arts

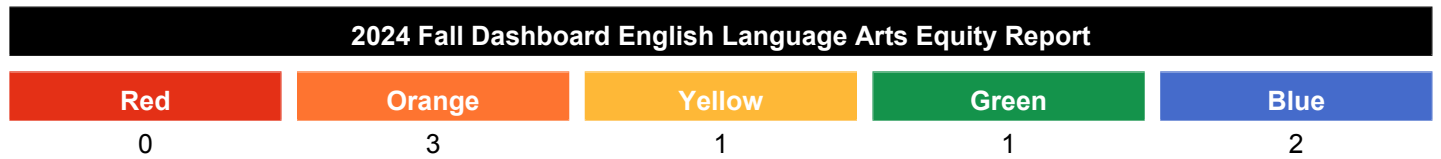
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 56.9 points above standard Increased 3.1 points 519 Students	English Learners  Orange 6.8 points below standard Declined 31.4 points 106 Students	Long-Term English Learners  No Performance Color 72.6 points below standard Increased 26.3 points 19 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 7.5 points below standard Declined 9.9 points 116 Students

Students with Disabilities  Yellow 58.1 points below standard Increased 22.1 points 60 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color 0 Students
Asian  Blue 85.2 points above standard Maintained 2.2 points 264 Students	Filipino  No Performance Color 94.4 points above standard Increased 21.1 points 18 Students	Hispanic  Orange 8.9 points below standard Maintained 2.3 points 78 Students
Two or More Races  Blue 65.3 points above standard Maintained 0.2 points 54 Students	Pacific Islander  No Performance Color 0 Students	White  Green 31.9 points above standard Maintained 0.3 points 95 Students

Conclusions based on this data:

1. Our overall ELA outcomes for all students is high. We have no groups in the red.
2. English Learners and Socioeconomically Disadvantaged students declined. This will need to be an area of focus for next year.
3. Although they maintained, our Hispanic population must be a narrowed area of focus for us to improve upon.

School and Student Performance Data

Academic Performance Mathematics

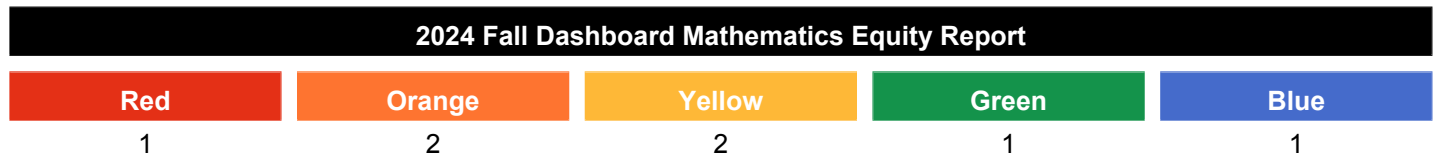
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 41.4 points above standard Increased 7.7 points 529 Students	English Learners  Yellow 7.4 points below standard Declined 30.0 points 120 Students	Long-Term English Learners  No Performance Color 96.0 points below standard Increased 22.7 points 18 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Orange 31.3 points below standard Declined 4.1 points 118 Students

Students with Disabilities  Red 105.2 points below standard Maintained 0.2 points 61 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color 0 Students
Asian  Blue 93.9 points above standard Increased 7.9 points 273 Students	Filipino  No Performance Color 65.4 points above standard Increased 5.6 points 18 Students	Hispanic  Orange 66.7 points below standard Declined 5.5 points 78 Students
Two or More Races  Green 33.3 points above standard Increased 12.8 points 54 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 9.9 points below standard Declined 11.5 points 97 Students

Conclusions based on this data:

1. Our students from Socioeconomically Disadvantaged, White, English Learners, and Hispanic backgrounds have low performance in math.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
74.4% making progress.	81.3% making progress.
Number Students: 43 Students	Number Students: 16 Students

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.

2024 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
9.3%	16.3%	14%	60.5%

Conclusions based on this data:

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

School and Student Performance Data

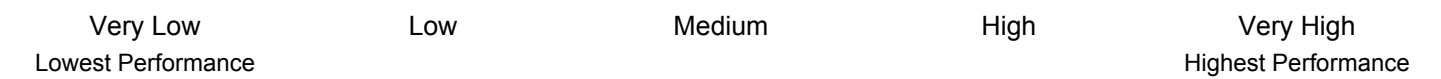
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 9.5% Chronically Absent Declined 3.1 569 Students	English Learners  Yellow 10.4% Chronically Absent Declined 3 67 Students	Long-Term English Learners  No Performance Color 15% Chronically Absent Declined 15.4 20 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Yellow 18.8% Chronically Absent Declined 8.4 133 Students

Students with Disabilities  Orange 27.1% Chronically Absent Declined 9.8 70 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  Blue 2.1% Chronically Absent Declined 1.1 289 Students	Filipino  No Performance Color 0% Chronically Absent Declined 5.6 18 Students	Hispanic  Yellow 18.2% Chronically Absent Declined 12.4 88 Students
Two or More Races  Orange 8.5% Chronically Absent Increased 0.5 59 Students	Pacific Islander  No Performance Color 0 Students	White  Red 21.7% Chronically Absent Increased 1.5 106 Students

Conclusions based on this data:

1. We need to intervene earlier when we notice attendance patterns affecting students.
2. An important area of growth moving forward will be to improve the attendance rate of students from disadvantaged backgrounds, students with disabilities, White, as well as Hispanic students.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

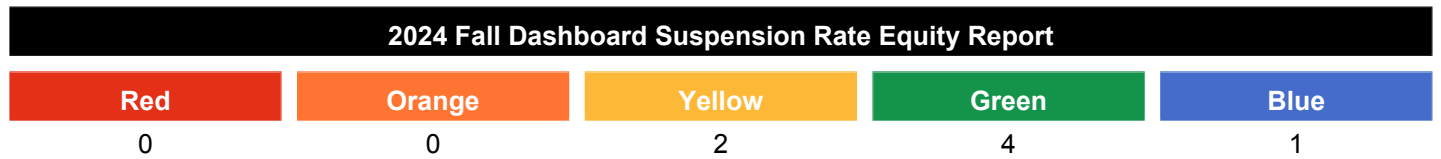
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Declined 0.3% 577 Students	English Learners  Green 1.4% suspended at least one day Maintained 0.2% 69 Students	Long-Term English Learners  No Performance Color 4.8% suspended at least one day Increased 0.4% 21 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Declined 2.9% 135 Students

Students with Disabilities  Green 2.7% suspended at least one day Declined 3.8% 74 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 0.7% suspended at least one day Increased 0.3% 292 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Green 1.1% suspended at least one day Declined 1.6% 91 Students
Two or More Races  Yellow 1.6% suspended at least one day Increased 1.6% 61 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.9% suspended at least one day Declined 0.7% 106 Students

Conclusions based on this data:

1. Suspension data for Asian and Two or More Races 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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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