School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ben F. Kolb Middle School	36-67850-6061899	May 23, 2024	June 12, 2024

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

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

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

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

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

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

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Plan Description

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEA's 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.

School Goals

SPSA Goals:

Goal 1 - All Kolb Middle School students will succeed at every grade level, demonstrating readiness for higher education, career, and life in the 21st Century. Kolb Middle School will provide an integrated program that meets student achievement needs and aligns with the school site's Strategic Plan.

Goal 2 - All Kolb Middle School students are provided access and opportunity to support learning from highly qualified and effective teachers who collaborate through professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 3 - Kolb Middle School will create a positive, safe, and engaging learning environment that is student-centered, parent-centered, and aligns with the school site's strategic plan.

Strategic Plan Objectives:

- Each student will create and strive to reach personal and academic goals.

- Each student will persevere through academic and social-emotional challenges.

- Each student will respect diversity and promote inclusion.

LCAP Goals:

Goal 1 - Pupil Achievement
Every student will succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life.

Goal 2 - Conditions of Learning
We will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

> Goal 3 - Pupil Engagement
> We will create a positive, safe, and engaging learning environment that is student and family centered.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

> Kolb Middle School maintains an active School Site Council stakeholders group comprising of students, teachers, and parents representing English Learners, Special Education, African American students, Foster Youth, and Low Socioeconomic students. The council members also include other non-classroom personnel and the school principal. The School Site Council meets a minimum of five times annually.
>
> The public is invited to attend all School Site Council meetings and has the opportunity to make public comments. Meeting dates and times are posted on the school's webpage and in the front office. Reminders are sent via text messaging. The agenda is posted 72 hours before the meeting and accommodations are made for those who need it. All documents are translated into Spanish and interpretation services are provided when necessary.
>
> Student member representatives who are voted in are also members of the school's Associated Student Body (ASB) Council. During the School Site Council meetings, student representatives present the School Plan to the student body and elicit student feedback. The feedback is then presented to the School Site Council. In addition, parent and staff surveys are given annually. The results of the surveys are used to guide the School Site Council in reviewing and updating the school plan.
>
> \Results from student surveys and parent surveys will also be analyzed for areas related to the LCAP and shared with stakeholder groups.

Resource Inequities

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

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

> ATSI Eligibility - EL Students (ELA Dashboard)
>
> Based on the California Dashboard, Kolb is identified as ATSI for the performance of English Learners in the area of English Language Arts. The English Learner population as reported on the 2023 CA Dashboard is 16.4%, a smaller percentage of students compared to other surrounding schools in the District. Because of this, Kolb receives the lowest funding for English Learners as compared to other Middle Schools in the District. To support English Learners in the classroom, Kolb has had to utilize an FTE teacher allotment to create a teaching position that specifically supports English Learners in English Language Development. This strategy causes a greater impact on class sizes for other academic areas. However, with this strategy in place, Kolb foresees that it will exit ATSI in the near future for this student group.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the 2023 CA Dashboard, the following state indicators showed an overall performance of "Red", Chronic Absenteeism and Suspension Rate. The following state indicators showed an overall performance of "Orange", English Language Arts and Mathematics.

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

There were no student groups that was two or more performance levels below the "all student " performance.

Other Needs

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

In addition to the Dashboard data, Kolb utilizes a variety if data to measure pupil outcomes. This includes, D & F rates, discipline referral data, i-Ready diagnostic results for Reading and Math, attendance rates, and site-based common formative assessments.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.2%	0.21%	0%	2	2	0
African American	13.6%	14.97%	16.32%	142	140	147
Asian	0.7%	0.43%	0.44%	7	4	4
Filipino	0.3%	0.21%	0.44%	3	2	4
Hispanic/Latino	80.1%	78.72%	78.02%	835	736	703
Pacific Islander	0.3%	0.53%	0.67%	3	5	6
White	3.8%	3.42%	2.66%	40	32	24
Multiple/No Response	1.0%	1.50%	1.44%	10	14	13
			Total Enrollment	1,042	935	901

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 6	343	285	302
Grade 7	341	322	285
Grade 8	358	328	314
Total Enrollment	1,042	935	901

Conclusions based on this data:

1. Student enrollment has steadily declined over the past three years.

2. African American student enrollment by percentage of population has increased over the past three years.

3. Despite declining enrollment, 8th grade continues to have the highest student enrollment over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	198	143	148	19.00%	15.3%	16.4%
Fluent English Proficient (FEP)	226	205	174	21.70%	21.9%	19.3%
Reclassified Fluent English Proficient (RFEP)	7	9	30	3.5%	6.3%	20.3%

Conclusions based on this data:

1. Compared to the number of English Learners, student who are identified as RFEP students is a small percentage according to the data. For the 2023-2024 academic year, thirty-one students have been reclassified.

2. The percentage of English Learners have decrease over the past 3 years.

3. Over the pat three years the percentage of reclassified students as increased significantly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	342	281	303	0	268	295	0	268	295	0.0	95.4	97.4
Grade 7	344	319	283	0	308	282	0	308	282	0.0	96.6	99.6
Grade 8	362	318	315	0	307	312	0	307	312	0.0	96.5	99.0
All Grades	1048	918	901	0	883	889	0	883	889	0.0	96.2	98.7

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2508.	2499.		10.45	8.47		33.96	30.85		26.49	28.81		29.10	31.86
Grade 7		2516.	2520.		6.49	12.06		31.49	29.43		26.62	21.63		35.39	36.88
Grade 8		2542.	2524.		11.07	10.90		32.57	24.36		25.73	25.96		30.62	38.78
All Grades	N/A	N/A	N/A		9.29	10.46		32.62	28.12		26.27	25.53		31.82	35.88

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		12.69	9.49		60.07	59.66		27.24	30.85
Grade 7		11.04	10.28		59.42	64.18		29.55	25.53
Grade 8		15.96	10.90		54.07	51.60		29.97	37.50
All Grades		13.25	10.24		57.76	58.27		28.99	31.50

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		8.21	10.85		64.18	52.88		27.61	36.27
Grade 7		14.94	18.44		54.22	46.45		30.84	35.11
Grade 8		12.38	14.74		56.35	47.12		31.27	38.14
All Grades		12.00	14.62		57.98	48.82		30.01	36.56

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		12.31	14.92		72.01	72.20		15.67	12.88
Grade 7		8.44	11.35		75.00	71.63		16.56	17.02
Grade 8		11.40	9.94		72.96	68.59		15.64	21.47
All Grades		10.65	12.04		73.39	70.75		15.97	17.21

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		19.03	10.85		60.82	68.81		20.15	20.34
Grade 7		14.61	18.44		60.71	58.16		24.68	23.40
Grade 8		15.96	16.35		69.06	62.50		14.98	21.15
All Grades		16.42	15.19		63.65	63.22		19.93	21.60

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Conclusions based on this data:

1. Kolb has consistently met the overall participation rate on the CAASPP for the past three years, excluding COVID years.

2. The percentage of students that met or exceeded standard for ELA has decreased from 2021-22 to 2022-23 academic year by 3.33%.

3. The Writing Domain appears to have the highest percentage of students Below Standard at 36.56%.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	342	282	303	0	278	295	0	278	295	0.0	98.6	97.4
Grade 7	344	319	282	0	313	280	0	313	280	0.0	98.1	99.3
Grade 8	362	319	315	0	310	312	0	309	312	0.0	97.2	99.0
All Grades	1048	920	900	0	901	887	0	900	887	0.0	97.9	98.6

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2473.	2466.		9.35	9.83		11.87	9.49		31.29	29.49		47.48	51.19
Grade 7		2470.	2475.		5.43	7.50		9.27	11.43		32.59	26.43		52.72	54.64
Grade 8		2499.	2481.		13.59	8.33		11.65	7.37		18.45	25.32		56.31	58.97
All Grades	N/A	N/A	N/A		9.44	8.57		10.89	9.36		27.33	27.06		52.33	55.02

Overall Achievement for All Students

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.91	8.81		45.68	34.58		46.40	56.61
Grade 7		5.75	7.50		45.69	36.79		48.56	55.71
Grade 8		16.50	8.01		36.25	37.18		47.25	54.81
All Grades		10.11	8.12		42.44	36.19		47.44	55.69

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.47	7.12		47.48	45.42		46.04	47.46
Grade 7		5.11	6.43		49.52	49.64		45.37	43.93
Grade 8		12.62	7.05		41.75	46.47		45.63	46.47
All Grades		8.11	6.88		46.22	47.13		45.67	46.00

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.27	7.12		57.19	56.95		34.53	35.93
Grade 7		3.83	6.79		59.11	64.29		37.06	28.93
Grade 8		11.33	5.45		54.69	56.73		33.98	37.82
All Grades		7.78	6.43		57.00	59.19		35.22	34.39

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Conclusions based on this data:

1. Kolb has consistently met the overall participation rate on the CAASPP for the past three years, excluding COVID years.

2. The percentage of students that met or exceeded standard for both Math has decreased from 2021-22 to 2022-23 academic year by 2.4%.

3. The Domain with the high percentage of students identified as Below Standard is Concepts and Procedures with a percentage of 55.69%

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1514.5	1506.9	1530.6	1517.9	1510.1	1531.3	1510.7	1503.4	1529.5	61	40	49
7	1528.6	1530.4	1520.3	1530.0	1524.5	1530.5	1526.8	1536.0	1509.5	49	55	35
8	1539.8	1536.8	1535.4	1548.0	1536.6	1542.3	1531.2	1536.6	1528.0	58	45	51
All Grades										168	140	135

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.52	10.00	20.41	29.31	30.00	48.98	34.48	32.50	14.29	20.69	27.50	16.33	58	40	49
7	18.18	16.36	11.43	43.18	40.00	37.14	20.45	29.09	28.57	18.18	14.55	22.86	44	55	35
8	18.52	15.56	11.76	40.74	40.00	49.02	25.93	26.67	19.61	14.81	17.78	19.61	54	45	51
All Grades	17.31	14.29	14.81	37.18	37.14	45.93	27.56	29.29	20.00	17.95	19.29	19.26	156	140	135

Overall Language — Percentage of Students at Each Performance Level for All Students

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	27.59	25.00	46.94	36.21	45.00	32.65	18.97	15.00	18.37	17.24	15.00	2.04	58	40	49
7	29.55	18.18	31.43	50.00	50.91	37.14	4.55	20.00	17.14	15.91	10.91	14.29	44	55	35
8	31.48	33.33	31.37	42.59	35.56	37.25	18.52	20.00	19.61	7.41	11.11	11.76	54	45	51
All Grades	29.49	25.00	37.04	42.31	44.29	35.56	14.74	18.57	18.52	13.46	12.14	8.89	156	140	135

Oral Language — Percentage of Students at Each Performance Level for All Students

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

	Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.17	2.50	6.12	13.79	12.50	32.65	41.38	35.00	36.73	39.66	50.00	24.49	58	40	49
7	4.55	9.09	0.00	29.55	16.36	11.43	31.82	50.91	37.14	34.09	23.64	51.43	44	55	35
8	9.26	6.67	5.88	20.37	20.00	11.76	42.59	46.67	49.02	27.78	26.67	33.33	54	45	51
All Grades	6.41	6.43	4.44	20.51	16.43	19.26	39.10	45.00	41.48	33.97	32.14	34.81	156	140	135

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	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	22.41	12.50	14.29	53.45	57.50	67.35	24.14	30.00	18.37	58	40	49
7	15.91	5.45	2.86	61.36	69.09	62.86	22.73	25.45	34.29	44	55	35
8	16.67	8.89	11.76	66.67	64.44	58.82	16.67	26.67	29.41	54	45	51
All Grades	18.59	8.57	10.37	60.26	64.29	62.96	21.15	27.14	26.67	156	140	135

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	46.94	55.00	71.43	40.82	35.00	28.57	12.24	10.00	0.00	49	40	49
7	65.71	61.82	68.57	28.57	30.91	20.00	5.71	7.27	11.43	35	55	35
8	62.86	51.11	72.55	34.29	40.00	19.61	2.86	8.89	7.84	35	45	51
All Grades	57.14	56.43	71.11	35.29	35.00	22.96	7.56	8.57	5.93	119	140	135

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Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.62	10.00	10.20	32.76	25.00	42.86	58.62	65.00	46.94	58	40	49
7	19.05	12.73	8.57	35.71	47.27	25.71	45.24	40.00	65.71	42	55	35
8	18.87	15.56	15.69	26.42	20.00	25.49	54.72	64.44	58.82	53	45	51
All Grades	15.03	12.86	11.85	31.37	32.14	31.85	53.59	55.00	56.30	153	140	135

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Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.91	7.50	20.41	76.36	65.00	63.27	12.73	27.50	16.33	55	40	49
7	6.82	3.64	2.86	81.82	85.45	65.71	11.36	10.91	31.43	44	55	35
8	4.00	0.00	1.96	88.00	88.89	78.43	8.00	11.11	19.61	50	45	51
All Grades	7.38	3.57	8.89	81.88	80.71	69.63	10.74	15.71	21.48	149	140	135

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

Conclusions based on this data:

1. The overall mean scaled score on the ELPAC across all grade levels has is somewhat is consistent in trajectory, neither increasing or decreasing over time but rather sporadic.

2. The percentage of students scoring in Level 4 on the ELPAC has decreased from the previous reported year, the reason behind the decrease may be the increase in the number of students being reclassified and not remaining as Level 4s.

3. For the 2022-23 academic year, the domain with the highest percentage of students at the Beginning Performance Level is Reading, at 56.30%

School and Student Performance Data

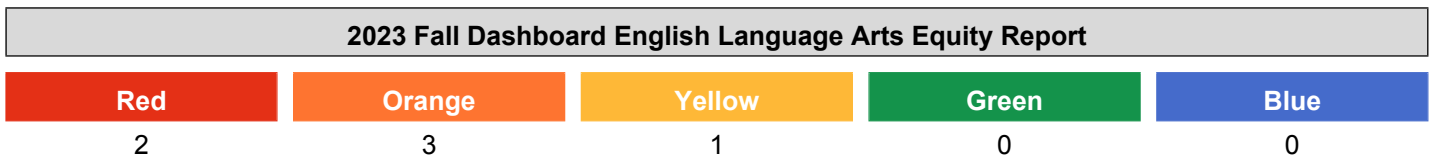## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
901	**81.4**	**16.4**	**0.8**
Total Number of Students enrolled in Ben F. Kolb Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	16.4
Foster Youth	7	0.8
Homeless	81	9
Socioeconomically Disadvantaged	733	81.4
Students with Disabilities	108	12

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	147	16.3
Asian	4	0.4
Filipino	4	0.4
Hispanic	703	78
Two or More Races	13	1.4
Pacific Islander	6	0.7
White	24	2.7

Conclusions based on this data:

1. African American students makeup the 2nd highest percentage of student population based on Race/Ethnicity.

2. 81.4% of the student population of has been identified as Socioeconomically Disadvantaged.

3. 16.4% of the student population are identified as English Learners.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism and Suspension Rate are the lowest performing indicators and are indicated as being in the Red.

2. English Learner Progress overall performance is identified as the best performance indicator and is identified as Yellow.

3. English Language Arts and Math both have an overall performance level indicator in the Orange.

School and Student Performance Data

Academic Performance
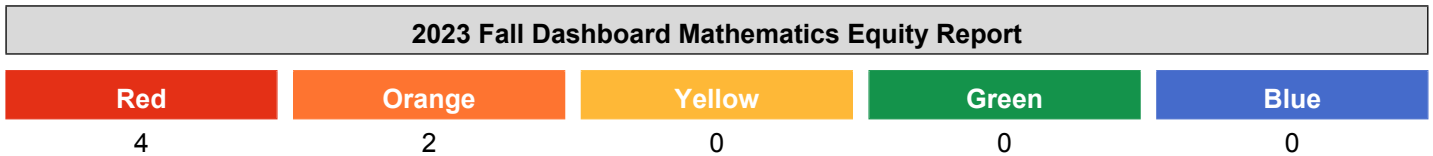### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
34.8 points below standard	96.6 points below standard	
Decreased -8.6 points	Decreased Significantly -25.6 points	5 Students
840 Students	169 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
41.5 points below standard	44.6 points below standard	140.3 points below standard
Increased +11.7 points	Decreased -12.6 points	Maintained -0.1 points
75 Students	687 Students	100 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Less than 11 Students	Less than 11 Students
66.3 points below standard	0 Students	2 Students	4 Students
Decreased -14.5 points			
130 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	58.2 points below standard	Less than 11 Students	17.8 points below standard
29.4 points below standard	Maintained -1.7 points	5 Students	Maintained -2.9 points
Decreased -6.7 points	12 Students		22 Students
665 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.3 points below standard	11.6 points below standard	31 points below standard
Decreased Significantly -18.1 points	Maintained -2.5 points	Decreased -5.7 points
123 Students	46 Students	531 Students

Conclusions based on this data:

1. Of all identified student groups, Students with Disabilities have the highest number of points below standard than any other student group, at 140.3 points below standard.

2. Of the Race/Ethnicity student group that have a reported performance level, African American students have the highest number of points below standard than any other student group, at 66.3 points below standard.

3. English Learners were the only student group that decreased significantly by 18.1 points, placing the student group 128.3 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
91.8 points below standard	138.9 points below standard	
Decreased -6.9 points	Decreased -13.8 points	5 Students
839 Students	169 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Orange
113.4 points below standard	101.6 points below standard	179.7 points below standard
Maintained -2.1 points	Decreased -9.7 points	Increased Significantly +18.4 points
75 Students	687 Students	100 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Less than 11 Students	Less than 11 Students
140.9 points below standard	0 Students	2 Students	4 Students
Decreased -13 points			
130 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	98.2 points below standard	Less than 11 Students	60 points below standard
84 points below standard	Decreased Significantly - 18.6 points	5 Students	Increased +5.1 points
Decreased -6 points	12 Students		22 Students
664 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
164.2 points below standard	71.2 points below standard	93.8 points below standard
Maintained +1.8 points	Decreased -9.6 points	Decreased -3.9 points
123 Students	46 Students	530 Students

Conclusions based on this data:

1. Of all identified student groups, Students with Disabilities have the highest number of points below standard than any other student group, at 179.7 points below standard.

2. Of the Race/Ethnicity student group that have a reported performance level, African American students have the highest number of points below standard than any other student group, at 140.9 points below standard.

3. English Learners have the second highest number of points below standard, at 138.9 points below standard.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Yellow
46.2 points above standard making progress towards English language proficiency
Number of EL Students: 130 Students
Performance Level: 3
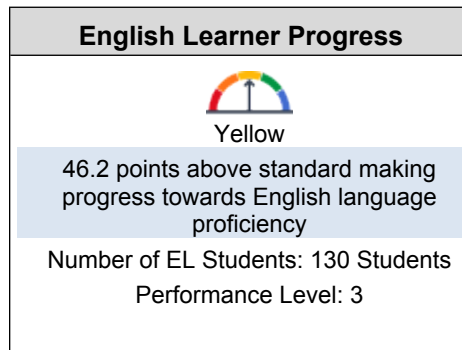
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	46	1	59

Conclusions based on this data:

1. 46.2% of English Learners are making progress towards English language proficiency.

2. However, 27 English Learners decreased one level on the ELPI.

3. 59 English Learners have increase at least one ELPI level.

School and Student Performance Data

Academic Engagement
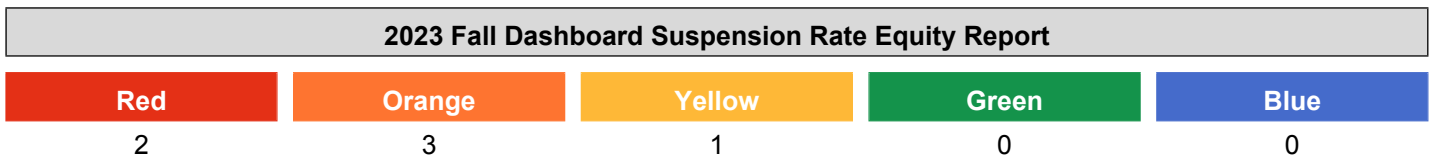### Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	33.3% Chronically Absent
27.1% Chronically Absent	25.3% Chronically Absent	0
Increased 2	Maintained -0.3	
944 Students	154 Students	15 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
36% Chronically Absent	29.7% Chronically Absent	32.2% Chronically Absent
Declined -1.3	Increased 2	Maintained -0.3
86 Students	772 Students	115 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Less than 11 Students	Less than 11 Students
35.1% Chronically Absent	0 Students	2 Students	4 Students
Increased Significantly 7.1			
151 Students			

Hispanic	Two or More Races	Pacific Islander	White
Red	20% Chronically Absent	Less than 11 Students	24% Chronically Absent
25.9% Chronically Absent	Declined -23.8	6 Students	Increased 12.9
Increased 1.2	15 Students		25 Students
741 Students			

Conclusions based on this data:

1. Homeless Students have the highest percentage of students that are chronically absent at 36%.

2. African American students have the highest percentage of students that are chronically absent at 35.1% for reported performance levels.

3. Students with Disabilities have the second highest percentage of students that are chronically absent at 32.2%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	16.7% suspended at least one day
12.3% suspended at least one day	16.6% suspended at least one day	Declined -11.9
Maintained -0.2	Increased Significantly 6.4	18 Students
970 Students	157 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Red	Orange
9.9% suspended at least one day	13.1% suspended at least one day	14.2% suspended at least one day
Declined -4.2	Increased 0.3	Declined -4.7
91 Students	792 Students	120 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 22.3% suspended at least one day Declined -1.5 157 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 10.3% suspended at least one day Maintained -0.1 755 Students	11.8% suspended at least one day Declined -5.9 17 Students	Less than 11 Students 6 Students	13.8% suspended at least one day Increased 3.3 29 Students

Conclusions based on this data:

1. The overall suspension rate is Red, with at least 12.3% of students being suspended at least done day.

2. The highest percentage of student as identified by race/ethnicity that have been suspended for at least one day are African American students at 22.3%, with a performance indicator level of Red.

3. The highest percentage of students in an identified student group that have been suspended for at least one day are Foster Youth at 16.7%; however, do to the size of the student group, no performance level indicator was given.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

PUPIL OUTCOMES
All Kolb Middle School students will succeed at every grade level, demonstrating readiness for higher education, career, and life in the 21st Century. Kolb Middle School will provide an integrated program that addresses student achievement needs and aligns with the school site's Strategic Plan.

The actions noted below will lead to meeting the following achievement targets:

The goals written for student achievement will be based on the iReady assessment for Reading and Math. Rialto USD utilizes iReady as a benchmark for student achievement. Students are assessed three times per academic year to measure growth, progress, and proficiency levels. Although the CAASPP is the accountability measure that the state uses for student achievement, using iReady assessment data will provide a more comprehensive report of student progress by being able to routinely monitor the effectiveness of the actions outlined below. The baseline data used to drive these goals are based on the Spring 2024 iReady assessment for Reading and Math. 834 of 870 students enrolled tested in Reading and 850 of 870 students enrolled tested in Math during the Spring 2024 administration of iReady.

Reading:
1)
School-Wide: Based on the Spring 2024 iReady assessment: The overall school-wide reading assessment showed that 32% of students were identified as Early On Grade Level or higher; 24% of students were identified as One Grade Level Below; 11% of students were identified as Two Grade Levels Below; 33% of students were identified as Three or More Grade Levels Below. The median progress toward Typical Growth was 75%, which indicates the average growth for students to meet their Typical Growth was 75%. 46% of students met their Typical growth and 41% of students showed less than 19% progress toward meeting their Typical Growth. 15% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 15%, from 32% based on the Spring 2023 administration to 47% on the Spring 2024 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 20%, from 15% based on the Spring 2024 administration to 35% on the Spring 2025 iReady administration.

2)
African American Students: Based on the Spring 2024 iReady assessment: The overall reading assessment for African American students showed that 17% of students were identified as Early On Grade Level or higher; 21% of students were identified as One Grade Level Below; 17% of students were identified as Two Grade Levels Below; 46% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 89%. 49% of students met their Typical Growth and 12% of students met their Stretch Growth.

The goal is to increase the percentage of African American students identified as Early On Grade Level or higher by 15%, from 17% based on the Spring 2024 administration to 32% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 15%, from 12% based on the Spring 2024 administration to 27% on the Spring 2025 iReady administration.

3)
Students with Disabilities: Based on the Spring 2024 iReady assessment: The overall school-wide reading assessment showed that 5% of students were identified as Early On Grade Level or higher; 8% of students were identified as One Grade Level Below; 13% of students were identified as Two Grade Levels Below; 73% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 82%. 46% of students met their Typical Growth and 13% of students met their Stretch Growth.

The goal is to increase the percentage of students with disabilities identified as Early On Grade Level or higher by 20%, from 5% based on the Spring 2024 administration to 25% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 16%, from 19% based on the Spring 2023 administration to 35% on the Spring 2024 iReady administration.

4)
English Learners: Based on the Spring 2024 iReady assessment: The overall school-wide reading assessment showed that 4% of students were identified as Early On Grade Level or higher; 12% of students were identified as One Grade Level Below; 13% of students were identified as Two Grade Levels Below; 71% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 42%. 38% of students met their Typical Growth and 14% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 20%, from 4% based on the Spring 2024 administration to 24% on the Spring 2025 iReady administration. Additionally, the goal is to increase

the percentage of students meeting their Stretch Growth by 15%, from 14% based on the Spring 2024 administration to 29% on the Spring 2025 iReady administration.

Math:
1)
School-Wide: Based on the Spring 2024 iReady assessment: The overall school-wide reading assessment showed that 24% of students were identified as Early On Grade Level or higher; 32% of students were identified as One Grade Level Below; 13% of students were identified as Two Grade Levels Below; 32% of students were identified as Three or More Grade Levels Below. The median progress toward Typical Growth was 60%, which indicates the average growth for students to meet their Typical Growth was 60%. 39% of students met their Typical growth and 35% of students showed less than 19% progress toward meeting their Typical Growth. 11% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 15%, from 32% based on the Spring 2025 administration to 47% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 15%, from 11% based on the Spring 2024 administration to 26% on the Spring 2024 iReady administration.

2)
African American Students: Based on the Spring 2024 iReady assessment: The overall math assessment for African American students showed that 8% of students were identified as Early On Grade Level or higher; 21% of students were identified as One Grade Level Below; 22% of students were identified as Two Grade Levels Below; 50% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 33%. 30% of students met their Typical Growth and 8% of students met their Stretch Growth.

The goal is to increase the percentage of African American students identified as Early On Grade Level or higher by 15%, from 8% based on the Spring 2024 administration to 23% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 20%, from 8% based on the Spring 2024 administration to 28% on the Spring 2025 iReady administration.

3)
Students with Disabilities: Based on the Spring 2024 iReady assessment: The overall school-wide math assessment showed that 4% of students were identified as Early On Grade Level or higher; 13% of students were identified as One Grade Level Below; 8% of students were identified as Two Grade Levels Below; 74% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 79%. 44% of students met their Typical Growth and 8% of students met their Stretch Growth.

The goal is to increase the percentage of students with disabilities identified as Early On Grade Level or higher by 20%, from 4% based on the Spring 2024 administration to 24% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 20%, from 8% based on the Spring 2024 administration to 28% on the Spring 2025 iReady administration.

4)
English Learners: Based on the Spring 2024 iReady assessment: The overall school-wide math assessment showed that 4% of students were identified as Early On Grade Level or higher; 21% of students were identified as One Grade Level Below; 14% of students were identified as Two Grade Levels Below; 61% of students were identified as Three or More Grade Levels Below. The median annual Typical Growth was 33%. 33% of students met their Typical Growth and 9% of students met their Stretch Growth.

The goal is to increase the percentage of students identified as Early On Grade Level or higher by 20%, from 4% based on the Spring 2024 administration to 24% on the Spring 2025 iReady administration. Additionally, the goal is to increase the percentage of students meeting their Stretch Growth by 20%, from 9% based on the Spring 2024 administration to 29% on the Spring 2025 iReady administration.

English Development Goal:
For the 2024-2025 Academic Year, Kolb Middle School is projected to have 145 students identified as English Learners. Of the 145 identified English Learners, the distribution of the Overall EL levels based on the 2023 ELPAC Summative Assessment is as follows:

8 students have NO EL Level Designation
29 students are identified as Level 1
49 students are identified as Level 2

57 students are identified as Level 3
2 students are identified as Level 4

Goal:
The goal is to increase one proficiency level for all 57 students identified as Overall EL level from a 3 to a 4 on the ELPAC Summative Assessment for the 2024-2025 academic year. The secondary goal is to reclassify 90% of the EL Level 4 students, based on the unreleased 2023-2024 Summative ELPAC scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Achievement - Every student will succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life.

Identified Need

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

The 2023 CAASPP results for both ELA and Math showed a decline in achievement. In addition, goals written in Goal 1 of the 2023-2024 School Plan were not met by a significant margin. Despite the attempts to address the need to improve student achievement, the actions written in the plan did not demonstrate adequate growth for our students, as measured by the iReady diagnostic. A majority of Kolb students are not meeting standards for both ELA and Math. While our English learners have demonstrated growth, the percentage of students not increasing their proficiency level has an impact on their ability to reclassify and be identified as long-term English learners (LTELs).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Assessment	Percentage of students Early On Grade Level or higher: School-Wide - 32% African American Students - 17% Students with Disabilities - 5% English Learners - 4% Percentage of Students who made Stretch Growth: School-Wide - 15% African American Students - 12% Students with Disabilities - 13% English Learners - 14%	Percentage of students expected to be Early On Grade Level or higher: School-Wide - 47% African American Students - 32% Students with Disabilities - 25% English Learners - 24% Percentage of students expected to make Stretch Growth: School-Wide - 35% African American Students - 27% Students with Disabilities - 35% English Learners - 29%
iReady Math Assessment	Percentage of students Early On Grade Level or higher: School-Wide - 24% African American Students - 8% Students with Disabilities - 4% English Learners - 4% Percentage of Students who made Stretch Growth: School-Wide - 11% African American Students - 8% Students with Disabilities - 8% English Learners - 9%	Percentage of students expected to be Early On Grade Level or higher: School-Wide - 47% African American Students - 23% Students with Disabilities - 24% English Learners - 24% Percentage of students expected to make Stretch Growth: School-Wide - 26% African American Students - 28% Students with Disabilities - 28% English Learners - 29%

ELPAC	English Proficiency Levels 8 students have NO EL Level Designation 29 students are identified as Level 1 49 students are identified as Level 2 62 students are identified as Level 3 2 students are identified as Level 4		The goal is to increase one proficiency level for all 57 students identified as Overall EL level from a 3 to a 4 on the ELPAC Summative Assessment for the 2024-2025 academic year. The secondary goal is to reclassify 90% of the EL Level 4 students, based on the unreleased 2023-2024 Summative ELPAC scores.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 A tiered Response to Intervention (RTI) to address students not making adequate progress toward on-grade-level proficiency in Reading/English Language Arts, English Language Development, or Math. Teachers, administrators, counselors, support personnel, and parents (Student Success Team) will meet to review student data and create an intervention plan. The Student Success Team (SST) will focus on addressing areas of need for each student.	All students who are not demonstrating on-grade-level proficiency or NOT making adequate progress towards on-grade-level proficiency in Reading/English Language Arts, English Language Development or Math.	0.00 None Specified None Specified Action does not require funding
1.2	1.2 Address students not making adequate progress toward on-grade-level proficiency in Reading/English Langauge Arts, English Language Development, or Math will be offered intervention support during the regular school day, after school, or during summer intersession.	African American students, English Learners, Foster Youth, and Students with Disabilities will receive priority for targeted support for this strategy.	1,000.00 Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for Saturday Intervention 3,000.00 EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for After School Intervention 3,000.00 EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Extra Duty for Saturday Intervention 0.00 Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly for Summer Intervention above District funding allotment. 1,840.00 EL Supplemental 1000-1999: Certificated Personnel Salaries Teacher Hourly Rate for Summer Intervention above District funding allotment. 1,000.00 Title I

			4000-4999: Books And Supplies Intervention Materials and Supplies 750.00 EL Supplemental 4000-4999: Books And Supplies Intervention Materials and Supplies
1.3	1.3 Provide an AVID program to support students in demonstrating readiness for high education, career, and life in the 21st Century. The AVID program will be fully implemented.	All students	17,774.19 Title I 2000-2999: Classified Personnel Salaries AVID Tutors Salary and Benefits 1,000.00 Title I 4000-4999: Books And Supplies Materials and Supplies to Support the AVID program 300.00 Title I 1000-1999: Certificated Personnel Salaries Extra Duty for Teachers to Support AVID program after school or Saturdays 1,000.00 Title I 5000-5999: Services And Other Operating Expenditures AVID Study Trips - Entrance Fees, Materials, Transportation, Etc. 1,500.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures AVID Excel Study Trips - Entrance Fees, Materials, Transportation, Etc.
1.5	1.4 (a) To address students not making adequate progress toward on-grade-level proficiency in Reading/English Langauge Arts, English Langauge Development, or Math, the use of supplemental instructional programs or computer applications will be provided to all students and used accordingly per program guidelines. 1.4 (b) Ancillary equipment and/or materials will be used in order to support the use of online programs. 1.4 (c) Computer applications used to provide supplemental, scaffolded, and differentiated support during instruction.	All Students	9,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures NearPod and Flocabulary 15,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures iReady Instruction for Reading and Math 3,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures

			Quizizz or Blooket 300.00 Title I 4000-4999: Books And Supplies Mountain Language 383.00 Title I 4000-4999: Books And Supplies Scholastic Digital Junior Readers Subscription 2,000.00 Title I 4000-4999: Books And Supplies Ancillary Equipment and Supplies (headphones, computer accessories, etc.) 750.00 EL Supplemental 4000-4999: Books And Supplies Supplemental Literacy Material
1.6	1.5 Provide opportunities to support students in demonstrating readiness for high education, career, and life in the 21st Century. Students will be offered the opportunity to take the PSAT	All Students	1,500.00 Title I 4000-4999: Books And Supplies PSAT Test Materials and Prep

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation and effectiveness of the strategies/activities of the 2023-2024 School Plan show that the goals were not met for Goal 1. The actions were meant to increase student achievement in the areas of ELA and Math. All of the strategies were utilized; however, the timeline for implementation was pushed back due to a number of factors.

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

The major differences in the proposed and actual expenditures were the extra duty compensation for teachers to provide afterschool and Saturday interventions. These actions were implemented; however, the expenditures were paid by Expanded Learning Opportunities (ELOP) funding.

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

No added changes in Goal 1 was made. A more targeted focus will be made to do more frequent progress monitoring.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **PROFESSIONAL DEVELOPMENT**
> All Kolb Middle School students are provided with access and opportunities to support learning from highly qualified and effective teachers who collaborate through professional learning communities that promote a culture of continuous improvement for student achievement.
>
> The actions noted below will lead to meeting the following achievement targets:
>
> All certificated administrators, classroom teachers, instructional support teachers, instructional coaches, and school counselors will participate in weekly professional learning communities using a cycle of inquiry focusing on student needs identified from data analysis and implementing improvement plans for student success. All academic areas and instructional support teams will submit weekly minutes and documentation of collaboration for at least 90% of the weekly collaboration opportunities, as identified on the school calendar.
>
> 100% of certificated staff will focus on one (1) professional growth goal that will support and strengthen their professional growth goal. This action will be measured by at least three (3) surveys and self-reflection feedback forms given at the beginning of the year, mid-year, and end-of-year administration.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Conditions of Learning - We will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

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

>

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Minutes/Notes	No data was collected previously.	90% of weekly collaboration opportunities, as identified on the school calendar.
Sign-in sheets, and teacher feedback and surveys	No data was collected previously.	100% of teachers will focus on one (1) professional development growth goal.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Teachers will participate in a cycle of inquiry using protocols to analyze current data, monitor student progress, and share best practices and evidence-based strategies to improve instruction and increase student achievement. Lesson plans will be developed that include Universal Design Learning (UDL) strategies for students at-risk of not meeting standards. Teachers will present best practices to each other. Teachers will also participate in Instructional rounds.	All Students, with focus targeted groups that include African American students, English Learners, Foster Youth, and Students with Disabilities.	2,000.00 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Teachers to Participate in Instructional Rounds 8,000.00 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for Teachers to Participate in Lesson Studies
2.2	2.2 Provide English and English Language Development teachers literacy support, staff development related to Small Learning Communities, and onsite coaching.	All Students and English Learners	64,374.20 Title I 1000-1999: Certificated Personnel Salaries Partial Salary and Benefits for an ELA/ELD Coach
2.3	2.3 Provide support and coaching to classroom teachers that cultivate instructional rigor and alignment in mathematics throughout the school. Provide instructional leadership to plan, monitor, and evaluate the mathematic's program's progress and modify, as needed,	All Students	53,361.61 Title I 1000-1999: Certificated Personnel Salaries Partial Salary and Benefits for a Math Coach
2.4	2.4 Project Clerk will provide support with processing documents for professional development, Title I Parent Involvement, and Title I Programs.	All Students	28,243.00 Title I 2000-2999: Classified Personnel Salaries Partial Salary and Benefits for a Project Clerk
2.5	2.5 Teachers will participate in professional development and become AVID-certified in order to implement the AVID program with fidelity.	All Students	5,000.00 Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute: travel expenses, registration fees, and lodging 1,250.00 Title I 1000-1999: Certificated Personnel Salaries Sub Coverage for AVID coordinator to attend AVID meetings and updates as needed.
2.6	A professional development plan will be created based on student needs as identified through data analysis and Kolb's Strategic Plan. Focus areas include:	All Students, with focus targeted groups that include African American students, English Learners, Foster Youth,	3,850.00 Title I 5000-5999: Services And Other Operating Expenditures California Mathematics Council Conference:

	2.6 (a) Support for Math teachers to improve instructional practices. 2.6 (b) District provided professional development to develop the effective implementation of district-wide initiatives, programs, and teacher efficacy. 2.6 (c) Develop the capacity of teachers to provide appropriate support to students with disabilities within an inclusive (co-taught) learning environment. 2.6 (c) Provide professional development and support to teachers of English learners 2.6 (d) Provide professional development and support to teachers focused on data-driven instructional practices and strategies to support at-risk students	and Students with Disabilities.	Registration fees, travel expenses, and lodging 3,850.00 Title I 5000-5999: Services And Other Operating Expenditures California Assessment Conference: Registration fees, travel expenses, and lodging 800.00 Title I 5000-5999: Services And Other Operating Expenditures California Assoc. of School Counselors Conference: Registration fees, travel expenses 1,000.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures CABE: Registration fees, travel expenses 1,500.00 Title I 5000-5999: Services And Other Operating Expenditures SBCSS Workshops on Various Topics 2,500.00 Title I 5000-5999: Services And Other Operating Expenditures Sub Coverage for teachers to attend workshops and conferences 1,000.00 Title I 5000-5999: Services And Other Operating Expenditures Extra Duty for Teacher to attend RUSD professional development opportunities
2.7	2.7 Build a professional learning library for book studies and support on topics such as instructional strategies, social-emotional student wellness, teacher collaboration, and efficacy.	All Students	400.00 Title I 4000-4999: Books And Supplies Books and materials to build a professional development library for teachers and staff
2.8	2.8 Build teachers collective efficacy through collaboration to develop intervention programs, common formative assessments, and curriculum planning/pacing during the summer.	All Students, with focus targeted groups that include African American students, English Learners, Foster Youth, and Students with Disabilities.	4,000.00 Title I 1000-1999: Certificated Personnel Salaries Hourly pay or extra duty for teachers to collaborate over the Summer and during breaks.
2.9			

2.11			
2.12			
2.13			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation of the pervious goals were partially met. The reason for the partially met goal was the collection of PLC minutes,

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

There were no major differences between the intended implementation and the budgeted expenditures.

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

The changes to this goal will be to ensure that PLC minutes are collected and analyzed by the site instructional leadership team.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ENGAGEMENT
Kolb Middle School will create a positive, safe, and engaging learning environment that is student/parent-centered and will align with the school site's strategic plan. The actions noted below will lead to meeting the following achievement targets.

The overall percentage of suspensions, as reported on the California Dashboard, for the 2022-2023 academic year was 12.7%. In addition, African American students had an overall suspension rate of 22.3%, nearly double the overall suspension rate. The goal is to decrease the overall suspension rate by 5%, to no greater than 7.5% overall of all students being suspended at least for one day. In addition, to reduce the African American students' suspension rate by 14.8%, to no greater than 7.5% of all African American students being suspended at least for one day.

The overall percentage of chronically absent students, as reported on the California Dashboard, for the 2022-2023 academic year was 27.1%. In addition, African American students had an overall chronic absenteeism rate of 35.1%, English Learners at 25.3%, Students with Disabilities at 32.2%, and Homeless youth at 36%. The goal is to decrease the overall chronic absenteeism rate to no greater than 20% overall and for all identified student groups.

In addition, the goal is to increase parent engagement. The goal is to have at least a 20% representation of parents (180 parents) from the total projected student enrollment of 891 for the 2024-2025 academic year to attend at least one parent engagement opportunity, as measured by a sign-in sheet.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Pupil Engagement - We will create a positive, safe, and engaging learning environment that is student and family centered.

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

According to the California State Accountability Dashboard, Kolb's performance in Academic Engagement (Chronic Absenteeism) and Conditions and Climate (Suspension Rate) was identified as Very High in both categories. There is a clear need to address both performance indicators and especially for the above-references student groups. In addition, greater parent engagement will create hopefully impact all areas of student performance.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	Overall Student Population - 12.7% African American Students - 22.3%	Overall Student Population - 7.5% African American Students - 7.5%
Chronic Absenteeism - CA Dashboard	Overall Student Population - 27.1% African American Students - 35.1% English Learners - 25.3%	Overall Student Population - 20% African American Students - 20% English Learners - 20%

| | Students with Disabilities - 32.2%
Homeless Youth - 36% | Students with Disabilities - 20%
Homeless Youth - 20% |
| Parent Engagement - Attendance (Sign-in Sheets) | Projected enrollment 891 | 20% or 180 parents |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 To increase student engagement, and attendance, and decrease discipline incidents, the following supports will be put in place: 3.1(a) Positive Behavior Intervention Supports (PBIS) will be fully implemented at Tier 1 to ensure that students make progress in social-emotional learning and behavioral supports. 3.1(b) Acknowledgement system to help support PBIS implementation throughout the school day. 3.1(c) PBIS will be implemented at Tier 2 to target identified students needing additional support in areas of social-emotional learning and social skills. 3.1(d) Monitor implementation of PBIS framework.	All students	7,000.00 Title I 1000-1999: Certificated Personnel Salaries PBIS Tier 1, Tier 2, and PBIS Team collaboration team meetings extra-duty hours - Certificated 1,000.00 Title I 1000-1999: Certificated Personnel Salaries PBIS Tier 1, Tier 2, and PBIS Team collaboration team meetings extra-duty hours - Classified 1,800.00 Title I 1000-1999: Certificated Personnel Salaries Subs for TFI and Mock TFI 1,000.00 Title I 4000-4999: Books And Supplies PBIS Student Incentives, store items and activities 1,000.00 Title I 5000-5999: Services And Other Operating Expenditures PBIS Student Incentives: Nutrition Services
3.2	3.2(a) To provide social-emotional learning and promote student wellness to increase student connectedness and engagement. 3.2(b) To measure and monitor students' sense of well-being and connectedness.	All students - Targeted student groups: African American, Students with Disabilities, Homeless and Foster Youth	500.00 Title I 4000-4999: Books And Supplies Materials and Supplies for Wellness Center for student engagement, etc. 3,200.00 Title I 5000-5999: Services And Other Operating Expenditures SEL Curriculum (Second Step or Character Strong)

3.3	3.3 Provide students incentives and rewards to increase academic engagement and decrease students' chronic absenteeism.	All Students	1,000.00 Title I 4000-4999: Books And Supplies Attendance Rewards for students 1,000.00 Title I 5000-5999: Services And Other Operating Expenditures Attendance Student Incentives: Nutrition Services
3.4	3.4(a) Provide parent engagement workshops to build leadership within the school community and among parents. 3.4(b) Provide parent engagement workshops to support parents with being able to support their students at home, building on the home-school connection.	All students	1,428.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments for Parent Engagement Workshops 1,000.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures Light Refreshments for Parent Engagement Workshops 400.00 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra Duty to Support Family Engagement Nights 700.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra Duty Support for Parent Engagement Nights 1,000.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies for Parent Engagement Nights 600.00 EL Supplemental 4000-4999: Books And Supplies Materials and supplies for Parent Engagement Nights
3.10			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$268,354.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$251,386.00
Title I Part A: Parent Involvement	$3,528.00

Subtotal of additional federal funds included for this school: $254,914.00

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

State or Local Programs	Allocation ($)
EL Supplemental	$13,440.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $13,440.00

Total of federal, state, and/or local funds for this school: $268,354.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	251,386.00	0.00
Title I Part A: Parent Involvement	3,528.00	0.00
EL Supplemental	13,440.00	0.00

Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	13,440.00
None Specified	0.00
Title I	251,386.00
Title I Part A: Parent Involvement	3,528.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	152,325.81
2000-2999: Classified Personnel Salaries	46,717.19
4000-4999: Books And Supplies	12,183.00
5000-5999: Services And Other Operating Expenditures	29,628.00
5800: Professional/Consulting Services And Operating Expenditures	27,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	7,840.00

4000-4999: Books And Supplies	EL Supplemental	2,100.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	3,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	144,085.81
2000-2999: Classified Personnel Salaries	Title I	46,017.19
4000-4999: Books And Supplies	Title I	9,083.00
5000-5999: Services And Other Operating Expenditures	Title I	24,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	27,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	700.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,428.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,597.19
Goal 2	181,128.81
Goal 3	22,628.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Tina Lingenfelter	Principal
Keana Suda	Classroom Teacher
Sarah Hernandez	Classroom Teacher
Wendy Hendricks	Classroom Teacher
Nick Ochoa	Other School Staff
Naomi Tapia	Parent or Community Member
Sonia Sanchez	Parent or Community Member
Breanna Amaya	Parent or Community Member
Carmen Rodriguez	Parent or Community Member
Genesis Valtierra	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/23/2024.

Attested:

Principal, Tina Lingenfelter on May 23, 2024

SSC Chairperson, Naomi Tapia on May 23, 2024

Instructions

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023