



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Denair Middle School	50 71068 6071575		

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 Denair Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement

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

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Plan Description

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

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

Additional Targeted Support and Improvement

In consultation with the district, Denair Middle School strategically uses federal funds to supplement instructional and support services for low performing students. Our broad goals in the LCAP reflect our mission of empowering tomorrow's leaders through exemplary instruction and powerful innovative programs. When students need more support to meet the academic and social-emotional expectations of school, we provide support through additional highly-trained staff members and other resources such as supplemental instruction and instructional materials.

The district LCAP outlines our state and locally funded activities. All federal funds received by DUSD are aligned with our LCAP goals but provide supplemental support. For example, we use both LCFF Supplemental and Federal Title III funds to provide additional bilingual instructional paraeducators. Title I, Title II and LCFF Supplemental are all used to provide professional development for staff who work with students who need additional support or intervention.

Educational Partner Involvement

How, when, and with whom did Denair 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

Parents and community members are an essential part of our school. Denair Middle School encourages and believes parent and community involvement is crucial to ensure student achievement. Our parents, community and staff work together in a number of settings and roles including our School Site Council, Parents Supporting Education (PSE) parent club, and community events. The DMS School Site Council meets four times a year to review the district's LCAP and to develop school site goals to help improve student achievement and engagement, as described in this SPSA.

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.

No resource inequities were identified among student groups.

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.

The Fall 2024 California School Dashboard reports data from the 2023-24 school year. A review of the Fall 2024 Dashboard for Denair Middle School revealed the following:

English Language Arts performance remained in the Orange category overall (61.3 points below standard, a decline of 12.3 points), with English learners in Red, the lowest performance level (103 points below standard, a decline of 5.6 points). Socioeconomically Disadvantaged students also fell into the Red category (80 points below standard, a decline

of 18.5 points). Students with Disabilities declined 34.1 points, and are still significantly below standard (136.1 points below, no color assigned). Hispanic students also declined into the Red category (a decline of 5.6 points, overall 77.1 points below standard). White students fell into the Orange category (a decline of 16.2 points, overall 44.1 points below the standard).

Math performance fell into the Red category overall (97.8 points below standard, maintained), with two student groups in Red, the lowest performance level. English learners fell into the Red category (134.2 points below standard, maintained). Socioeconomically Disadvantaged students maintained the Orange status (113.5 points below standard, an increase of 4.6 points). Students with Disabilities declined 30.6 points, but are still significantly below standard (177.7 points below the standard, no color assigned). Hispanic students maintained in the Orange category by increasing by 4.3 points, but still 116.3 points below standard. White students fell into the Orange category maintaining by 2.7 points, but still 75.1 points below standard.

The English Learner Progress Indicator (ELPI) increased to the Blue performance level with 75.4% of English learners making progress toward English proficiency, an increase of 27.5%.

Chronic Absenteeism maintained in the Yellow category with 18.2% of students chronically absent. This was a decline of 3.5% from the prior year. No student groups fell into the Red performance level. English Learners and White improved into the Yellow category.

Suspension Rate overall increased into the Green category (4.4% of students suspended at least one day, a decline of 3.2% from the prior year). No student groups fell into the Red performance level. English Learners and Hispanic increased into the Green category.

A review of school specific data revealed the following additional information:

For DMS, neither the school, nor any student group scored in the lowest performance category for ELPI, Chronic Absenteeism, and Suspension Rate .

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

Other Needs

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

n/a

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Denair 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	5.2%	1.06%	%	13	3	
African American	0%	0.70%	%	0	2	
Asian	0%	%	%	0		
Filipino	0.8%	1.06%	%	2	3	
Hispanic/Latino	38.4%	55.28%	%	96	157	
Pacific Islander	0.4%	%	%	1		
White	48.8%	37.32%	%	122	106	
Two or More Races	3.6%	3.87%	%	9	11	
Not Reported	2.8%	0.70%	%	7	2	
Total Enrollment				250	284	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	96	95	
Grade 7	87	103	
Grade 8	67	86	
Total Enrollment	250	284	

Conclusions based on this data:

1. The successful launch of our fully implemented 6th-8th grade Dual Language Immersion program in the 2023-2024 school year has contributed to a 12% increase in DMS enrollment, demonstrating a strong demand for bilingual education opportunities.
2. 2024-2025 Data not yet available for review.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	53	70		21.2%	24.6%	
Fluent English Proficient (FEP)	42	41		16.8%	14.4%	

Conclusions based on this data:

1. The district remains committed to a rigorous review process for the reclassification of eligible students.
2. The percent of ELs at DMS continues to grow. Many of these students are now classified as Long-Term English Learners (LTELs).
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	87	95	90	85	95	88	85	95	88	97.7	100.0	97.8
Grade 7	62	84	101	58	84	99	58	84	99	93.5	100.0	98
Grade 8	86	64	87	84	63	85	84	63	85	97.7	98.4	97.7
All Grades	235	243	278	227	242	272	227	242	272	96.6	99.6	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2498.	2480.	2467.	8.24	4.21	5.68	25.88	23.16	19.32	43.53	38.95	30.68	22.35	33.68	44.32
Grade 7	2490.	2518.	2503.	3.45	8.33	6.06	24.14	29.76	28.28	34.48	26.19	23.23	37.93	35.71	42.42
Grade 8	2491.	2495.	2493.	1.19	0.00	2.35	26.19	22.22	21.18	23.81	36.51	28.24	48.81	41.27	48.24
All Grades	N/A	N/A	N/A	4.41	4.55	4.78	25.55	25.21	23.16	33.92	33.88	27.21	36.12	36.36	44.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.71	6.32	5.68	68.24	58.95	60.23	27.06	34.74	34.09
Grade 7	0.00	8.33	12.12	68.97	67.86	65.66	31.03	23.81	22.22
Grade 8	4.76	4.76	7.06	57.14	46.03	48.24	38.10	49.21	44.71
All Grades	3.52	6.61	8.46	64.32	58.68	58.46	32.16	34.71	33.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	10.59	2.11	5.68	56.47	54.74	50.00	32.94	43.16	44.32
Grade 7	5.17	10.71	9.09	56.90	57.14	55.56	37.93	32.14	35.35
Grade 8	2.38	4.76	4.71	47.62	53.97	50.59	50.00	41.27	44.71
All Grades	6.17	5.79	6.62	53.30	55.37	52.21	40.53	38.84	41.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.41	9.47	7.95	76.47	65.26	67.05	14.12	25.26	25.00
Grade 7	5.17	8.33	8.08	72.41	80.95	65.66	22.41	10.71	26.26
Grade 8	8.33	11.11	5.88	66.67	68.25	65.88	25.00	20.63	28.24
All Grades	7.93	9.50	7.35	71.81	71.49	66.18	20.26	19.01	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.76	7.37	10.23	69.41	75.79	57.95	18.82	16.84	31.82
Grade 7	13.79	13.10	8.08	63.79	65.48	64.65	22.41	21.43	27.27
Grade 8	4.76	3.17	8.24	67.86	66.67	68.24	27.38	30.16	23.53
All Grades	9.69	8.26	8.82	67.40	69.83	63.60	22.91	21.90	27.57

Conclusions based on this data:

1. ELA CAASPP scores meeting or exceeding standards dipped from 29.76% in 22-23 to 27.94% in 23-24, a decrease of 1.82 percentage points.
2. ELA remains an area for development.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	87	95	90	85	95	88	85	95	88	97.7	100.0	97.8
Grade 7	62	84	102	60	84	100	60	84	100	96.8	100.0	98
Grade 8	86	64	87	84	63	85	84	63	85	97.7	98.4	97.7
All Grades	235	243	279	229	242	273	229	242	273	97.4	99.6	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2455.	2473.	2451.	1.18	7.37	4.55	7.06	12.63	6.82	37.65	34.74	32.95	54.12	45.26	55.68
Grade 7	2433.	2470.	2474.	1.67	2.38	6.00	1.67	8.33	11.00	26.67	33.33	28.00	70.00	55.95	55.00
Grade 8	2444.	2447.	2483.	0.00	1.59	1.18	4.76	6.35	7.06	23.81	17.46	28.24	71.43	74.60	63.53
Grade 11															
All Grades	N/A	N/A	N/A	0.87	4.13	4.03	4.80	9.50	8.42	29.69	29.75	29.67	64.63	56.61	57.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	1.18	4.21	3.41	32.94	42.11	34.09	65.88	53.68	62.50
Grade 7	1.67	1.19	7.00	30.00	42.86	37.00	68.33	55.95	56.00
Grade 8	1.19	0.00	1.18	36.90	20.63	44.71	61.90	79.37	54.12
Grade 11									
All Grades	1.31	2.07	4.03	33.62	36.78	38.46	65.07	61.16	57.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.35	5.26	3.41	56.47	57.89	48.86	41.18	36.84	47.73
Grade 7	3.33	4.76	8.00	45.00	51.19	54.00	51.67	44.05	38.00
Grade 8	2.38	3.17	1.18	48.81	50.79	57.65	48.81	46.03	41.18
All Grades	2.62	4.55	4.40	50.66	53.72	53.48	46.72	41.74	42.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.88	8.42	4.55	62.35	64.21	55.68	31.76	27.37	39.77
Grade 7	0.00	3.57	4.00	53.33	67.86	59.00	46.67	28.57	37.00
Grade 8	0.00	0.00	3.53	57.14	60.32	67.06	42.86	39.68	29.41
All Grades	2.18	4.55	4.03	58.08	64.46	60.44	39.74	30.99	35.53

Conclusions based on this data:

1. Student achievement in Mathematics remains a significant concern. The percentage of students meeting or exceeding standards on the Math CAASPP decreased from 13.63% in 2022-23 to 12.45% in 2023-24.
2. There is a need for targeted interventions and support in mathematics.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1519.0	1525.9	1531.7	1509.3	1536.8	1526.6	1528.3	1514.4	1536.3	21	14	31
7	1503.1	1537.5	1561.5	1495.9	1547.6	1556.4	1509.7	1527.0	1566.1	12	21	15
8	1528.3	1537.2	1575.0	1540.3	1561.1	1566.3	1515.8	1512.9	1583.1	14	13	17
All Grades										47	48	63

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.76	21.43	35.48	52.38	28.57	25.81	28.57	42.86	22.58	14.29	7.14	16.13	21	14	31
7	16.67	28.57	40.00	16.67	19.05	40.00	33.33	42.86	20.00	33.33	9.52	0.00	12	21	15
8	14.29	23.08	35.29	21.43	15.38	47.06	42.86	38.46	17.65	21.43	23.08	0.00	14	13	17
All Grades	10.64	25.00	36.51	34.04	20.83	34.92	34.04	41.67	20.63	21.28	12.50	7.94	47	48	63

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	28.57	42.86	32.26	47.62	42.86	48.39	9.52	7.14	3.23	14.29	7.14	16.13	21	14	31
7	25.00	33.33	46.67	25.00	52.38	40.00	25.00	14.29	13.33	25.00	0.00	0.00	12	21	15
8	21.43	38.46	29.41	50.00	30.77	64.71	14.29	15.38	5.88	14.29	15.38	0.00	14	13	17
All Grades	25.53	37.50	34.92	42.55	43.75	50.79	14.89	12.50	6.35	17.02	6.25	7.94	47	48	63

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	7.14	9.68	38.10	14.29	32.26	42.86	35.71	22.58	19.05	42.86	35.48	21	14	31
7	0.00	9.52	26.67	16.67	19.05	26.67	50.00	47.62	33.33	33.33	23.81	13.33	12	21	15
8	7.14	0.00	17.65	7.14	23.08	52.94	28.57	38.46	23.53	57.14	38.46	5.88	14	13	17
All Grades	2.13	6.25	15.87	23.40	18.75	36.51	40.43	41.67	25.40	34.04	33.33	22.22	47	48	63

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	9.52	21.43	22.58	76.19	64.29	67.74	14.29	14.29	9.68	21	14	31
7	16.67	9.52	33.33	41.67	66.67	53.33	41.67	23.81	13.33	12	21	15
8	14.29	33.33	35.29	42.86	25.00	64.71	42.86	41.67	0.00	14	12	17
All Grades	12.77	19.15	28.57	57.45	55.32	63.49	29.79	25.53	7.94	47	47	63

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	33.33	71.43	45.16	61.90	21.43	38.71	4.76	7.14	16.13	21	14	31
7	41.67	80.95	60.00	33.33	19.05	40.00	25.00	0.00	0.00	12	21	15
8	71.43	61.54	58.82	14.29	30.77	35.29	14.29	7.69	5.88	14	13	17
All Grades	46.81	72.92	52.38	40.43	22.92	38.10	12.77	4.17	9.52	47	48	63

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	7.14	12.90	52.38	35.71	41.94	47.62	57.14	45.16	21	14	31
7	0.00	14.29	33.33	33.33	28.57	40.00	66.67	57.14	26.67	12	21	15
8	7.14	8.33	41.18	14.29	33.33	47.06	78.57	58.33	11.76	14	12	17
All Grades	2.13	10.64	25.40	36.17	31.91	42.86	61.70	57.45	31.75	47	47	63

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.29	14.29	22.58	80.95	64.29	67.74	4.76	21.43	9.68	21	14	31
7	0.00	9.52	20.00	75.00	80.95	80.00	25.00	9.52	0.00	12	21	15
8	0.00	0.00	23.53	71.43	76.92	76.47	28.57	23.08	0.00	14	13	17
All Grades	6.38	8.33	22.22	76.60	75.00	73.02	17.02	16.67	4.76	47	48	63

Conclusions based on this data:

1. In 2023-2024, approximately 22% of Denair Middle School's student population were English Learners, many of whom are Long-Term English Learners (LTELs).
2. In the 23-24 school year, 36.5% of English Learner students achieved a Level 4 rating in 'Overall Language' performance, demonstrating a significant improvement from the 25% recorded in the 22-23 school year.
3. Denair Middle School remains committed to providing targeted ELD instruction and academic support. 2024-2025 Data not yet available for review.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
284	70.4%	24.6%	0.0%
Total Number of Students enrolled in Denair Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	24.6%
Foster Youth	0	0.0%
Homeless	25	8.8%
Socioeconomically Disadvantaged	200	70.4%
Students with Disabilities	38	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7%
American Indian	3	1.1%
Asian	0	0.0%
Filipino	3	1.1%
Hispanic	157	55.3%
Two or More Races	11	3.9%
Pacific Islander	0	0.0%
White	106	37.3%

Conclusions based on this data:

1. Socioeconomically disadvantaged students comprise 60% of the school population.

2. 2024-2025 Data not yet available for review.

School and Student Performance Data

Overall Performance

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

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- To improve student outcomes, Denair Middle School is focusing on reducing chronic absenteeism and suspension rates through targeted behavior and attendance interventions for the 23-24 school year.
- Our ELA and Math academic performance scores have room for improvement.
- 2024-2025 Data not yet available for review.

School and Student Performance Data

Academic Performance English Language Arts

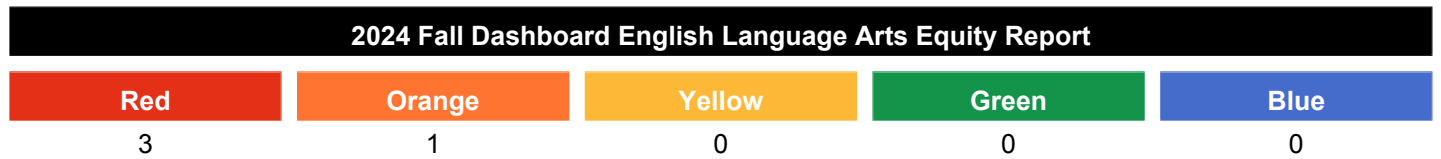
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 61.3 points below standard Declined 12.3 points 272 Students	English Learners  Red 103.0 points below standard Declined 5.6 points 72 Students	Long-Term English Learners  Red 117.5 points below standard Declined 19.3 points 33 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 89.6 points below standard 26 Students	Socioeconomically Disadvantaged  Red 80.0 points below standard Declined 18.5 points 192 Students

Students with Disabilities  No Performance Color 136.1 points below standard Declined 34.1 points 37 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 77.1 points below standard Declined 7.9 points 152 Students
Two or More Races  No Performance Color 29.4 points below standard 12 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 44.1 points below standard Declined 16.2 points 100 Students

Conclusions based on this data:

1. While all student groups fell short of performance standards, Socioeconomically Disadvantaged and Students with Disabilities demonstrated improvement over the previous year.
2. Overall ELA performance was lowest among Students with Disabilities and English Learners.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

Academic Performance Mathematics

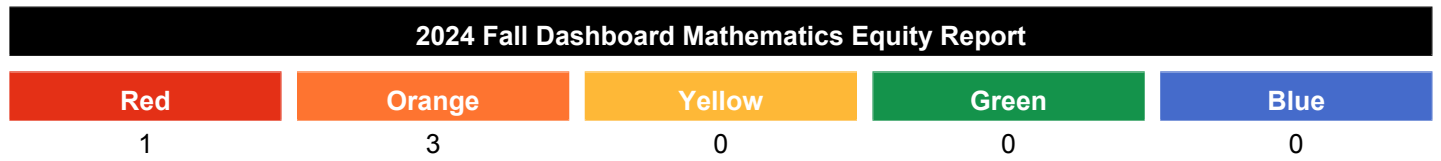
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 97.8 points below standard Maintained 1.1 points 273 Students	English Learners  Red 134.2 points below standard Maintained 2.0 points 72 Students	Long-Term English Learners  Red 158.2 points below standard Declined 19.9 points 33 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 112.6 points below standard 27 Students	Socioeconomically Disadvantaged  Orange 113.5 points below standard Increased 4.6 points 193 Students

Students with Disabilities  No Performance Color 177.7 points below standard Declined 30.6 points 37 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 116.3 points below standard Increased 4.3 points 153 Students
Two or More Races  No Performance Color 78.8 points below standard 12 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 75.1 points below standard Maintained 2.7 points 100 Students

Conclusions based on this data:

1. While all student groups fell short of performance standards, all groups demonstrated improvement over the previous year.
2. Overall math performance was lowest among Students with Disabilities and English Learners.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
75.4% making progress.	85.3% making progress.
Number Students: 65 Students	Number Students: 34 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.6%	18.5%	10.8%	63.1%

Conclusions based on this data:

1. In the 22-23 school year, 19% of middle school English Learners made significant progress, advancing at least one level in the ELPAC. This positive trend aligns with the previous year's data. Additionally, a notable decrease in students regressing was observed, with only 9% falling back a level compared to 35.7% in 21-22.
2. Prioritizing comprehensive ELD support and instruction is a continued district focus.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

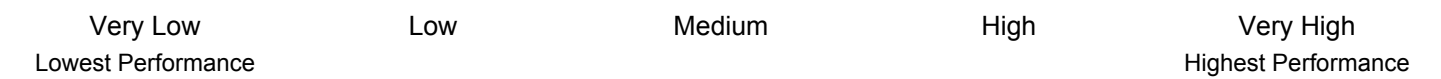
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 18.2% Chronically Absent Declined 3.5 291 Students	English Learners  Yellow 19.4% Chronically Absent Declined 2.4 67 Students	Long-Term English Learners  Orange 22.2% Chronically Absent Declined 8.3 36 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 35.7% Chronically Absent 0 28 Students	Socioeconomically Disadvantaged  Yellow 21.1% Chronically Absent Declined 4.6 209 Students

Students with Disabilities  No Performance Color 17.5% Chronically Absent Declined 3.9 40 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 17.4% Chronically Absent Declined 1.9 161 Students
Two or More Races  No Performance Color 42.9% Chronically Absent Increased 9.5 14 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 16.7% Chronically Absent Declined 4.9 108 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students have the highest chronic absenteeism rate.
2. To combat chronic absenteeism, Denair Middle School is committed to fostering supportive relationships with students and their families.
3. 2024-2025 Data not yet available for review.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

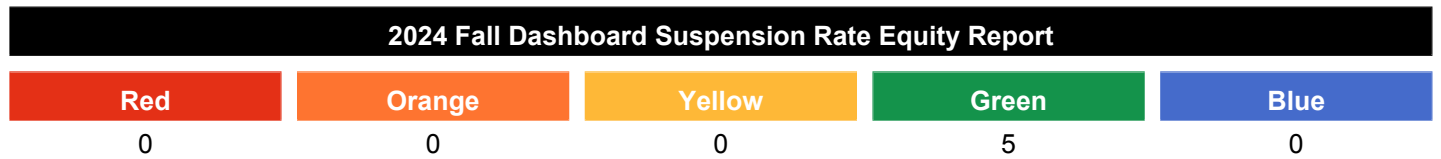
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.4% suspended at least one day Declined 3.2% 295 Students	English Learners  Green 4.5% suspended at least one day Declined 6.4% 67 Students	Long-Term English Learners  Green 5.6% suspended at least one day Declined 11.1% 36 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day 28 Students	Socioeconomically Disadvantaged  Green 5.6% suspended at least one day Declined 3.2% 213 Students

Students with Disabilities  No Performance Color 5% suspended at least one day Declined 9.3% 40 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 3% suspended at least one day Declined 4.7% 164 Students
Two or More Races  No Performance Color 28.6% suspended at least one day Increased 11.9% 14 Students	Pacific Islander  No Performance Color 0 Students	White  Green 3.7% suspended at least one day Declined 3.1% 109 Students

Conclusions based on this data:

1. Students with Disabilities have the highest suspension rate of all the subgroups.
2. Denair Middle School continues to promote a positive school culture through consistent application of behavioral expectations, positive reinforcement, and a variety of corrective measures.
3. 2024-2025 Data not yet available for review.

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.

Student Achievement

Goal #1 Denair Middle School will enhance student academic performance by promoting a comprehensive, data-driven approach to Authentic Literacy across all content areas, which may include additional enrichment opportunities through student clubs, SEL groups, and enrichment classes like STEM and AVID.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1 & Goal #2

Identified Need

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

Based on a review of Dashboard and local data, including consistently low CAASPP outcomes, significant improvement is needed in student numeracy and literacy skills. Performance gaps among student groups are also evident in these areas. To address these critical needs, the school will continue to engage in a data-driven approach to Authentic Literacy across all content areas. This initiative will be supported by additional enrichment opportunities through student clubs, SEL groups, and enrichment classes such as STEM and AVID, all aimed at enhancing overall student academic 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
iReady math and reading assessment data (local indicators)	Students score significantly below the national norm in math and ELA.	iReady math and reading assessment data: By Spring 2026, the percentage of students scoring at or above grade level on iReady math and reading assessments will increase by at least 10 percentage points from their Fall 2025 baseline scores.
CAASPP assessment data	27.94% of students Met or Exceeded Standard in ELA on the 2024 CAASPP 12.45% of students scored Met or Exceeded Standard in Math on 2024 the CAASPP	By the 2026 CAASPP administration, the percentage of students meeting or exceeding standards in ELA will increase from 27.94% to at least 35%, demonstrating a significant improvement in literacy skills. By the 2026 CAASPP administration, the percentage of students meeting or exceeding standards in Math will increase from 12.45% to at least 20%, reflecting enhanced numeracy skills.

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	Continue providing additional academic support via intervention supports, including targeted support for English Learners by offering designated ELD classes and overall push-in classroom support by instructional paraprofessionals. Additionally, we will leverage data from assessments like iReady to identify students who need additional assistance and customize interventions using the iReady MyPath curriculum. To foster stronger parent-teacher partnerships, we will continue to improve communication regarding student progress on iReady.	Students that require additional support in their academic courses which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.	51,865.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Increase academic achievement by providing tutoring opportunities for students, after school and throughout the school day 16,352.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent communication and outreach 0 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Read 180 and Math 180 licenses to provide consistent intervention support across all sections of intervention 25,111.00 Title I Part A: Allocation 3000-3999: Employee Benefits Classified benefits to increase academic achievement by providing tutoring opportunities for students, after school and throughout the school day. 153,361 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Additional sections of intervention throughout the day to support students in all academic areas 10,000 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention supplemental materials to provide additional resources to students 9,697

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I Part A: Allocation 3000-3999: Employee Benefits Classified benefits for parent communication and outreach. 47,989 Title I Part A: Allocation 3000-3999: Employee Benefits Certificated benefits for additional sections of intervention throughout the day to support students in all academic areas.
1.2	Continue to provide opportunities for professional development in effective Response to Intervention (Multi-tiered Systems of Support) models and instructional practices for new and existing staff. (Examples: Targeted ELD and Math Professional Development, AVID training, Staff Collaboration, etc.)	All Students	16,603 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional development around RTI/MTSS 4,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Participation in professional development around RTI/MTSS 7,200 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Participation in professional development around RTI/MTSS 2,594 Title I Part A: Allocation 3000-3999: Employee Benefits Certificated benefits for participation in professional development around RTI/MTSS. 2,388 Title I Part A: Allocation 3000-3999: Employee Benefits Classified benefits for participation in professional development around RTI/MTSS.
1.3	Maintain opportunities for students to access both online and supplemental instructional materials and resources; such as the Savvas learning platform,	All students	12,514 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	iReady, and any additional resources identified by teachers. Explore opportunities to incorporate technology-based learning activities into the curriculum, such as virtual field trips, online simulations, and collaborative group projects.		4000-4999: Books And Supplies Supplemental materials and resources 94 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Online supports and programs

Annual Review

SPSA Year Reviewed: 2024-25

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.

To support student academic success, our ELOP program offers before- and after-school tutoring and homework assistance. Additionally, students requiring academic intervention receive targeted support through a Response to Intervention (RTI) model. All students have access to Chromebooks to facilitate online learning as needed. The program's effectiveness will be evaluated by monitoring student grades and assessment scores.

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

No material differences

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.

Based on progress toward this goal, there are no changes planned.

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.

Positive and Safe School Campus

Goal #2 Denair Middle School will continue to promote a safe and supportive learning environment where all students feel valued, included, and empowered to reach their full potential.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3

Identified Need

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

Based on a review of Dashboard and local data, including consistently low CAASPP outcomes, significant improvement is needed. Ongoing efforts are required to ensure a truly safe and supportive learning environment for all students.

To address these areas, the school has undertaken several steps. We continue to implement explicit instructional strategies focused on foundational numeracy and literacy skills, utilizing data from local indicators and ongoing classroom assessments to identify and target specific student needs. Furthermore, we continue to enhance our social-emotional learning (SEL) programs and restorative practices to foster a positive school climate, promote student well-being, and reduce instances of negative behaviors that may impede learning. These efforts are aligned with our goal to continue to promote a safe and supportive learning environment where all students feel valued, included, and empowered to reach their full potential.

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	Per 2023 data, 7.6% of students were suspended at least once, a maintained decline from 2022 data.	By the end of the 2025-2026 school year, the suspension rate will further decline from 7.6% to 6% or lower, with a particular focus on reducing disproportionate suspension rates among identified student groups.
Chronic Absenteeism	Per 2023 data, 21.7% of all students were chronically absent, a decline from the 36.3% of students chronically absent in 2022.	By the end of the 2025-2026 school year, the chronic absenteeism rate will decrease from 21.7% to 18% or lower, with targeted interventions for consistently absent students and a focus on improving attendance for all student groups.
Number of available clubs and enrichment activities	There are a few active clubs available for students to participate in at Denair Middle School: World Languages Club, JvPHAST Club, Volleyball Club, Softball Club, Club Live, ROX, Coyote Cultivators, and NAMI Club.	By the end of the 2025-2026 school year, the school will offer at least 12 distinct clubs and enrichment activities, including those focused on academic enrichment (e.g., STEM, AVID), arts, and student interests, representing an

		increase in diverse opportunities for students.
Number/Percent of students participating in clubs and/or enrichment activities	In 2023/2024 Denair Middle School introduced a new "House" system to help increase belonging among all student groups, which will continue in the 2025/2026 school year.	By the end of the 2025-2026 school year, at least 75% of all students will participate in at least one club or enrichment activity, as measured by sign-up sheets, demonstrating increased student engagement and a sense of belonging. The "House" system will show a measurable increase in student-reported feelings of belonging and school connectedness, as evidenced by student surveys.

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	Foster a Supportive and Inclusive Learning Environment: Continue to provide staff and students the space to engage in various enrichment trips, activities and clubs. These clubs will be based on the interests and emotional needs of the students. Also, continue to leverage our new House System as a way to reduce barriers among students and increase a sense of belonging; including but not limited to finding opportunities to incentivise student and staff participation.	Students that require additional encouragement/opportunities to engage in the educational process which can include English Learners, students with disabilities, economically disadvantaged students and foster and homeless youth.	3,034 LCFF - Base 1000-1999: Certificated Personnel Salaries Teachers that submit bylaws to be board adopted have the opportunity to create clubs for student enrichment.
2.2	Prioritize Student Social-Emotional Well-being: Continue to provide staffing for students to access social emotional programs and services; such as NAMI, ROX, Coyote Cultivators, etc. Continue to offer professional development opportunities and collaboration time for all staff to improve their practices. This includes educating students about digital citizenship; including but not limited to lessons about cyberbullying and safe use of social media.	All students	4199 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures School staff will participate in professional development focused on improving school climate.
2.3	Continue to try to engage parents in student development: In partnership with district initiatives, continue to offer resources and opportunities for parents to learn about student social-emotional needs, digital citizenship, and safety.	All students	3,000 Lottery: Instructional Materials 4000-4999: Books And Supplies Meeting supplies to help increase parent involvement. 4,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional classified support for parent outreach to help increase parent involvement. 2,388 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Classified benefits for additional classified support for parent outreach to help increase parent involvement.
2.4	Recognize and Reward Positive Student Behavior, Academics, and Attendance: Implement a variety of positive reinforcement strategies, such as attendance incentives, the Five Star Rewards program, student-led activities, raffles, and other motivational initiatives. Explore opportunities to participate at county level events like Academic Pentathlon, Science Olympiad, etc.	All Students	2,000 Lottery: Instructional Materials 4000-4999: Books And Supplies Students will receive incentives during school rallies when demonstrating good grades and good behavior. Incentives will also be raffled at various points throughout the quarter as a reward for positive behavior.

Annual Review

SPSA Year Reviewed: 2024-25

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 school remains committed to fostering a positive and supportive learning environment. To address student behaviors, we continue to utilize a behavior hierarchy program. This year, we will continue to use Five Star Students program to further incentivize positive behavior, active participation, and engagement among students.

To encourage parental involvement, we actively promote participation in the School Site Council and Parent Supporting Education. We also leverage ParentSquare for regular communication and host bi-weekly coffee hours with administrators to provide opportunities for informal discussions. Parent informational meetings, addressing topics such as mental health awareness, positive relationships, and student safety, are held regularly.

To further support students' social-emotional development, we have initiated and support the development of student clubs. The effectiveness of these strategies can be evaluated through the level of student participation in clubs and programs.

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

No material differences

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.

Based on progress toward this goal, no changes are planned.

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	\$358,717.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$378,389.00
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 Part A: Allocation	\$337,400.00
Title I Part A: Parent Involvement	\$16,352.00
Title II Part A: Improving Teacher Quality	\$16,603.00

Subtotal of additional federal funds included for this school: \$370,355.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$3,034.00
Lottery: Instructional Materials	\$5,000.00

Subtotal of state or local funds included for this school: \$8,034.00

Total of federal, state, and/or local funds for this school: \$378,389.00

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 Part A: Allocation	325,762.00	-11,638.00
Title I Part A: Parent Involvement	16,352.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	3,034.00
Lottery: Instructional Materials	5,000.00
Title I Part A: Allocation	337,400.00
Title I Part A: Parent Involvement	16,352.00
Title II Part A: Improving Teacher Quality	16,603.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	163,595.00
2000-2999: Classified Personnel Salaries	76,217.00
3000-3999: Employee Benefits	90,167.00
4000-4999: Books And Supplies	27,514.00
5000-5999: Services And Other Operating Expenditures	20,802.00
5800: Professional/Consulting Services And Operating Expenditures	94.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,034.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	160,561.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	59,865.00

3000-3999: Employee Benefits	Title I Part A: Allocation	90,167.00
4000-4999: Books And Supplies	Title I Part A: Allocation	22,514.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,199.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	94.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	16,352.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	16,603.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	359,768.00
Goal 2	18,621.00

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

Name of Members	Role
Gabriela Sarmiento	Principal
Roxi Lagos	Classroom Teacher
Deanna Ruelas	Other School Staff
Francine Simbalenko	Parent or Community Member
Nicole Salazar	Parent or Community Member
Sammy Estrada	Parent or Community Member
Elizabeth Rojas	Parent or Community Member
Summer Homen	Parent or Community Member
Cheryl Rice	Parent or Community Member

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

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
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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 10/14/2024.

Attested:



Principal, Gabriela Sarmiento on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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