



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Morrill Middle School	43693776068928	11/14/2025	12/10/2025

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

Schoolwide Program

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

Schoolwide Program

Every year, the Berryessa Union School District (BUSD) brings together a large committee made up of district leadership, teachers, principals, California School Employees Association (CSEA), California Teachers Association of Berryessa (CTAB), and Teamsters representatives along with students and community members to create a strategic plan whose action items are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Morrill Middle School.

Educational Partner Involvement

How, when, and with whom did Morrill 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

The school principal works throughout the year with the School Site Council (SSC), English Language Advisory Committee (ELAC), and school staff to evaluate program effectiveness and prioritize expenditures based on the school's current and anticipated needs.

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.

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.

Chronic Absenteeism - Orange

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.

ELA: LTELs, Hispanic, Homeless, SED, SWD. Math: Hispanic, LTELs, SWD. Suspension: Homeless

Other Needs

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

Attendance Rate for 2025-2026 SY: Aug - 97.4%, Sept. 96.8%, Oct. 96.85%, Nov. 97.07%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Morrill 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	0.16%	0.30%	0.15%	1	2	1
African American	1.45%	1.96%	1.50%	9	13	10
Asian	42.44%	44.34%	44.66%	264	294	297
Filipino	15.59%	15.23%	15.19%	97	101	101
Hispanic/Latino	30.71%	30.02%	31.28%	191	199	208
Pacific Islander	1.13%	0.75%	0.30%	7	5	2
White	4.18%	4.22%	4.06%	26	28	27
Two or More Races	4.34%	3.17%	2.86%	27	21	19
Not Reported	0%	%	%	0		
Total Enrollment				622	663	665

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	223	224	222
Grade 7	205	231	209
Grade 8	194	208	234
Total Enrollment	622	663	665

Conclusions based on this data:

1. Our Hispanic/Latino subgroup has steadily increased over the past 3 years. 22-23 SY @ 191 students; 23-24 SY @ 199 students; 24-25 SY @ 208 students
2. Our Asian subgroup has steadily increased over the past 3 years. 22-23 SY @ 264 students; 23-24 SY @ 294 students; 24-25 SY @ 297 students
3. Our the school enrollment has increased over the past 3 years. 22-23 SY @ 622 students; 23-24 SY @ 663 students; 24-25 SY @ 665 students

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	132	154	150	21.2%	23.2%	22.6%
Fluent English Proficient (FEP)	235	248	222	37.8%	37.4%	33.4%
Reclassified Fluent English Proficient (RFEP)	211	219	182	33.9%	33.0%	27.4%

Conclusions based on this data:

1. 150 (22.6%) out of 665 students are English Learners.
2. 222 (33.4%) students were Fluent English Proficient in the 24-25 SY. This is 26 fewer students compared to the 23-24 SY.
3. 182 (27.4%) students were Reclassified Fluent English Proficient in the 24-25 SY. This is 37 fewer students compared to the 23-24 SY.

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	196	220	218	192	206	208	192	206	207	98.0	93.6	95.4
Grade 7	190	204	230	186	192	221	186	192	221	97.9	94.1	96.1
Grade 8	213	193	207	205	188	196	205	188	196	96.2	97.4	94.7
All Grades	599	617	655	583	586	625	583	586	624	97.3	95.0	95.4

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	2550.	2540.	2552.	31.77	24.27	27.05	29.69	34.47	35.75	16.15	17.48	20.29	22.40	23.79	16.91
Grade 7	2588.	2578.	2557.	31.18	31.25	26.70	36.56	30.73	32.13	15.59	18.23	17.65	16.67	19.79	23.53
Grade 8	2581.	2613.	2597.	23.41	34.57	30.61	37.56	36.17	33.67	17.07	17.55	15.31	21.95	11.70	20.41
All Grades	N/A	N/A	N/A	28.64	29.86	28.04	34.65	33.79	33.81	16.30	17.75	17.79	20.41	18.60	20.35

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	29.69	31.55	28.02	44.27	47.09	55.56	26.04	21.36	16.43
Grade 7	32.80	31.77	25.79	52.15	47.92	51.58	15.05	20.31	22.62
Grade 8	27.80	28.72	29.08	50.73	56.38	51.02	21.46	14.89	19.90
All Grades	30.02	30.72	27.56	49.06	50.34	52.72	20.93	18.94	19.71

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	29.17	19.90	24.15	46.35	53.40	55.07	24.48	26.70	20.77
Grade 7	37.63	32.81	35.75	46.24	47.40	37.56	16.13	19.79	26.70
Grade 8	24.88	34.04	35.71	52.20	51.06	45.41	22.93	14.89	18.88
All Grades	30.36	28.67	31.89	48.37	50.68	45.83	21.27	20.65	22.28

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	21.35	15.05	14.01	66.67	74.27	77.78	11.98	10.68	8.21
Grade 7	15.59	18.75	15.38	71.51	67.19	67.87	12.90	14.06	16.74
Grade 8	26.83	23.94	21.43	60.98	68.62	65.31	12.20	7.45	13.27
All Grades	21.44	19.11	16.83	66.21	70.14	70.35	12.35	10.75	12.82

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	30.21	23.30	29.95	53.13	59.22	57.97	16.67	17.48	12.08
Grade 7	33.33	33.33	26.24	55.38	52.08	55.66	11.29	14.58	18.10
Grade 8	29.76	37.23	32.65	56.10	54.26	54.08	14.15	8.51	13.27
All Grades	31.05	31.06	29.49	54.89	55.29	55.93	14.07	13.65	14.58

Conclusions based on this data:

1. 6th grade exceed standards cohort was at 31.77 two years ago, that same cohort was at 30.61 last year.
2. Grade 6 cohort from 21-22 to 23-24 has steadily increased its overall ELA achievement through 8th grade.
3. Below standard reading levels have dropped from 26.04 two years ago to 19.90 last year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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	196	220	218	193	215	214	193	215	214	98.5	97.7	98.2
Grade 7	190	204	230	187	198	227	187	198	227	98.4	97.1	98.7
Grade 8	213	193	207	205	187	203	205	186	203	96.2	96.9	98.1
All Grades	599	617	655	585	600	644	585	599	644	97.7	97.2	98.3

* 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	2519.	2509.	2541.	27.46	22.33	31.31	17.62	16.28	16.36	20.21	24.19	24.77	34.72	37.21	27.57
Grade 7	2562.	2558.	2549.	37.43	32.83	29.07	12.30	13.13	15.86	17.65	24.24	21.59	32.62	29.80	33.48
Grade 8	2550.	2577.	2579.	28.29	33.87	35.96	8.78	10.22	10.34	21.95	20.97	17.24	40.98	34.95	36.45
All Grades	N/A	N/A	N/A	30.94	29.38	31.99	12.82	13.36	14.29	20.00	23.21	21.27	36.24	34.06	32.45

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	25.39	18.60	25.70	41.97	46.98	50.00	32.64	34.42	24.30
Grade 7	30.48	27.78	24.67	40.64	46.46	45.37	28.88	25.76	29.96
Grade 8	23.90	31.72	32.51	45.37	38.17	39.90	30.73	30.11	27.59
All Grades	26.50	25.71	27.48	42.74	44.07	45.19	30.77	30.22	27.33

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	19.69	20.00	26.64	59.59	55.81	50.93	20.73	24.19	22.43
Grade 7	27.81	25.25	28.63	56.15	53.03	48.90	16.04	21.72	22.47
Grade 8	20.49	27.96	31.03	53.66	50.00	43.35	25.85	22.04	25.62
All Grades	22.56	24.21	28.73	56.41	53.09	47.83	21.03	22.70	23.45

Conclusions based on this data:

1. Overall achievement, exceeds standards, increased over the last two years from 27.46% two years ago to 35.96 last year.
2. We increased in problem solving exceeds standard, 25.39 two years ago to 32.51 last year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1503.9	1502.9	1520.5	1497.2	1500.0	1519.9	1510.0	1505.2	1520.6	36	58	49
7	1519.6	1519.0	1502.6	1517.4	1520.5	1503.8	1521.3	1517.0	1500.8	38	45	52
8	1538.5	1543.6	1522.1	1538.8	1542.0	1528.7	1537.7	1544.8	1515.0	44	38	43
All Grades										118	141	144

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	13.89	24.14	34.69	25.00	24.14	26.53	22.22	17.24	12.24	38.89	34.48	26.53	36	58	49
7	15.79	26.67	21.57	39.47	24.44	21.57	28.95	13.33	19.61	15.79	35.56	37.25	38	45	51
8	27.91	21.05	25.58	18.60	44.74	20.93	30.23	15.79	18.60	23.26	18.42	34.88	43	38	43
All Grades	19.66	24.11	27.27	27.35	29.79	23.08	27.35	15.60	16.78	25.64	30.50	32.87	117	141	143

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	25.00	37.93	48.98	27.78	20.69	22.45	22.22	15.52	4.08	25.00	25.86	24.49	36	58	49
7	34.21	35.56	35.29	42.11	17.78	15.69	7.89	20.00	13.73	15.79	26.67	35.29	38	45	51
8	34.88	34.21	39.53	37.21	36.84	16.28	9.30	13.16	18.60	18.60	15.79	25.58	43	38	43
All Grades	31.62	36.17	41.26	35.90	24.11	18.18	12.82	16.31	11.89	19.66	23.40	28.67	117	141	143

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	11.11	8.62	14.29	13.89	15.52	16.33	22.22	31.03	32.65	52.78	44.83	36.73	36	58	49
7	7.89	15.56	9.80	13.16	13.33	9.80	50.00	31.11	23.53	28.95	40.00	56.86	38	45	51
8	20.93	13.16	6.98	13.95	36.84	18.60	27.91	18.42	23.26	37.21	31.58	51.16	43	38	43
All Grades	13.68	12.06	10.49	13.68	20.57	14.69	33.33	27.66	26.57	39.32	39.72	48.25	117	141	143

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	11.11	17.24	22.45	58.33	53.45	48.98	30.56	29.31	28.57	36	58	49
7	7.89	13.33	9.80	65.79	51.11	43.14	26.32	35.56	47.06	38	45	51
8	11.63	18.42	23.26	58.14	57.89	41.86	30.23	23.68	34.88	43	38	43
All Grades	10.26	16.31	18.18	60.68	53.90	44.76	29.06	29.79	37.06	117	141	143

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	41.67	53.45	68.75	30.56	17.24	10.42	27.78	29.31	20.83	36	58	48
7	68.42	44.44	56.86	13.16	28.89	9.80	18.42	26.67	33.33	38	45	51
8	48.84	60.53	54.76	34.88	23.68	26.19	16.28	15.79	19.05	43	38	42
All Grades	52.99	52.48	60.28	26.50	22.70	14.89	20.51	24.82	24.82	117	141	141

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	11.11	6.90	10.20	22.22	34.48	32.65	66.67	58.62	57.14	36	58	49
7	10.53	17.78	9.80	34.21	24.44	19.61	55.26	57.78	70.59	38	45	51
8	25.58	18.42	9.30	18.60	39.47	27.91	55.81	42.11	62.79	43	38	43
All Grades	16.24	13.48	9.79	24.79	32.62	26.57	58.97	53.90	63.64	117	141	143

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	8.33	29.31	27.08	63.89	36.21	47.92	27.78	34.48	25.00	36	58	48
7	13.16	13.33	3.92	65.79	57.78	56.86	21.05	28.89	39.22	38	45	51
8	2.33	15.79	2.33	86.05	68.42	69.77	11.63	15.79	27.91	43	38	43
All Grades	7.69	20.57	11.27	72.65	51.77	57.75	19.66	27.66	30.99	117	141	142

Conclusions based on this data:

1. Overall language improved over the last two years. Level 4s were 13.89% of the cohort two years ago and were 25.58 last year
2. Oral language skills, level 4s improved over the last two year, achieving at 25.00% of the cohort, and was 39.53% of the cohort last year
3. Written language scores have not improved much over last two years.

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
663	33.2%	23.2%	0.2%
Total Number of Students enrolled in Morrill 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	154	23.2%
Foster Youth	1	0.2%
Homeless	52	7.8%
Socioeconomically Disadvantaged	220	33.2%
Students with Disabilities	87	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2%
American Indian	2	0.3%
Asian	294	44.3%
Filipino	101	15.2%
Hispanic	199	30%
Two or More Races	21	3.2%
Pacific Islander	5	0.8%
White	28	4.2%

Conclusions based on this data:

1. We remain a diverse school by race, native language spoken in the home and school, socio-economically, and level of learning needs.

School and Student Performance Data

Overall Performance

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Performance Level - Green: English Language Arts, Mathematics, Suspension Rate, English Learner Progress; Performance Level - Yellow: Chronic Absenteeism
2. Data dashboard indicates chronic absenteeism is an area of need for the school.

School and Student Performance Data

Academic Performance English Language Arts

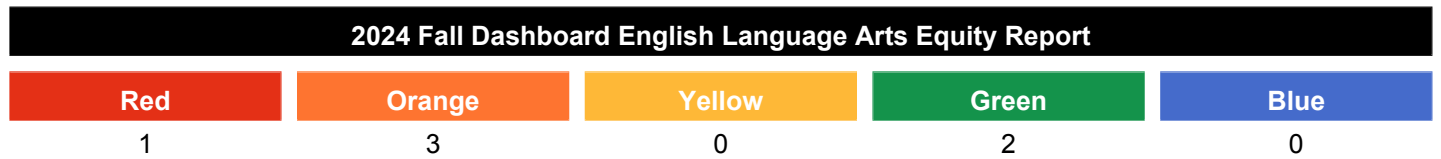
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Green 22.3 points above standard Declined 9.5 points 604 Students	English Learners  Orange 28.8 points below standard Declined 16.8 points 207 Students	Long-Term English Learners  Red 79.5 points below standard Declined 22.4 points 55 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 5.8 points below standard Maintained 1.8 points 45 Students	Socioeconomically Disadvantaged  Orange 20.2 points below standard Declined 10.0 points 210 Students

Students with Disabilities  Red 94.7 points below standard Declined 20.6 points 86 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Green 64.4 points above standard Declined 4.5 points 273 Students	Filipino  Green 33.3 points above standard Declined 5.1 points 97 Students	Hispanic  Orange 47.4 points below standard Declined 20.7 points 171 Students
Two or More Races  No Performance Color 78.3 points above standard Declined 13.6 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 1.5 points above standard Declined 29.6 points 28 Students

Conclusions based on this data:

1. Many promising areas to notice from the ELA dashboard by student group data. Our overall performance in ELA as a school remained in the Green zone and also increased 7.3 points within the Green zone. Students from socio-economically disadvantaged background, increased 7.4 points in performance and reduced their performance distance from meeting standard. Our students with disabilities' ELA performance increased 6 points which reduced their distance from meeting standard.
2. The following ethnicities increased their performance in ELA: Asian (+9.9 points), Filipino (+5.3 points), Hispanic (+10.9 points), White (+25.1) points
3. Reclassified English Learners increased 13.5 points in their ELA performance, placing them at 72.5 points above meeting standard.

School and Student Performance Data

Academic Performance Mathematics

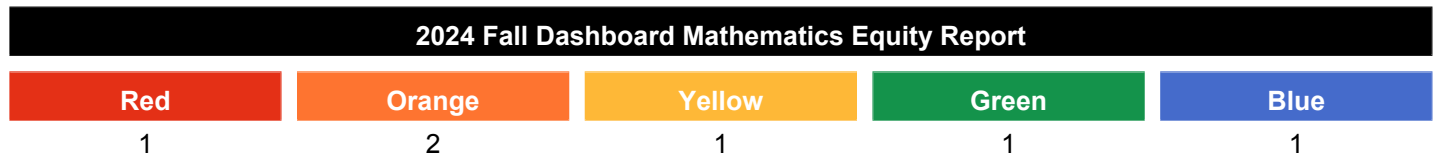
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Green 5.0 points below standard Increased 8.0 points 618 Students	English Learners  Orange 55.0 points below standard Maintained 0.0 points 222 Students	Long-Term English Learners  Red 113.3 points below standard Maintained 2.9 points 55 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 27.5 points below standard Increased 61.0 points 47 Students	Socioeconomically Disadvantaged  Yellow 60.3 points below standard Increased 6.9 points 216 Students

Students with Disabilities  Orange 119.9 points below standard Increased 11.0 points 86 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  Blue 67.7 points above standard Increased 15.4 points 279 Students	Filipino  Green 14.6 points below standard Increased 5.1 points 98 Students	Hispanic  Red 105.0 points below standard Declined 3.9 points 179 Students
Two or More Races  No Performance Color 49.5 points above standard Maintained 1.8 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  No Performance Color 46.3 points below standard Increased 19.2 points 28 Students

Conclusions based on this data:

1. All students increased their math performance +7.2 points. Socio-economically disadvantaged students improved their performance by 8.2 points.
2. Opportunities remain for the math performance of our students with disabilities, whose performance dipped by -10.4 points)
3. Asian and Filipino students improved their math performance by 13 and 21 points respectively.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
57.6 points above standard making progress.	60.0 points above standard making progress.
Number Students: 118 Students	Number Students: 50 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
14	30	11	56

Conclusions based on this data:

- Overall, we are making good progress with our English Learners, with 53% making progress toward English language proficiency.
- 11 EL students decreased one ELPI level so we'd like to investigate this data further by ID'ing who the students are and looking back at the supports available for them throughout the school year.

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.4% Chronically Absent

Declined 4.8

702 Students

English Learners



Yellow

14.5% Chronically Absent

Declined 5.3

173 Students

Long-Term English Learners



Green

6.5% Chronically Absent

Declined 12.7

62 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

11.1% Chronically Absent

Declined 23.5

54 Students

Socioeconomically Disadvantaged



Yellow

22.8% Chronically Absent

Declined 5.4

259 Students

Students with Disabilities  Yellow 13.5% Chronically Absent Declined 5.6 96 Students	African American  No Performance Color 28.6% Chronically Absent Declined 7.8 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 4% Chronically Absent Declined 2.1 301 Students	Filipino  Green 3.8% Chronically Absent Declined 2.3 104 Students	Hispanic  Yellow 24.2% Chronically Absent Declined 8.8 223 Students
Two or More Races  No Performance Color 14.3% Chronically Absent Declined 4.2 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  No Performance Color 12.5% Chronically Absent Declined 18.3 32 Students

Conclusions based on this data:

1. Morrill reduced the percentage of students who missed school 10 or more instructional days that they were enrolled during the school year ("chronically absent"). Down 3.8%
2. We had a similar positive impact for English Learners, Socio-economically disadvantaged students and students with disabilities, reducing their % being chronically absent by 3.5, 5.4, and 18.7% respectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

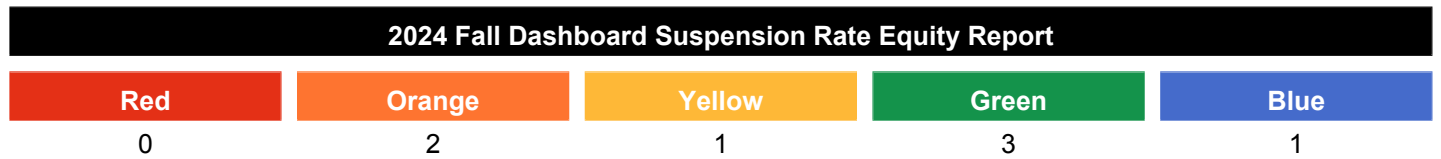
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 2.1% suspended at least one day Declined 0.6% 714 Students	English Learners  Green 2.2% suspended at least one day Declined 0.6% 178 Students	Long-Term English Learners  Green 4.8% suspended at least one day Declined 0.6% 63 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 0% suspended at least one day Declined 3.8% 55 Students	Socioeconomically Disadvantaged  Yellow 4.5% suspended at least one day Maintained 0.2% 267 Students

Students with Disabilities  Orange 4.1% suspended at least one day Increased 1% 98 Students	African American  No Performance Color 14.3% suspended at least one day Declined 13% 14 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 1.4% 305 Students	Filipino  Green 1% suspended at least one day Declined 2.1% 104 Students	Hispanic  Orange 4.3% suspended at least one day Increased 1.2% 230 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 3.7% 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 33 Students

Conclusions based on this data:

1. We are trending in the right direction over time with suspension rates. Most student subgroups declined in suspension rates.
2. We want to know more about the 27% suspension rates for African American students in order to improve this rate moving forward.
3. Our EL, SWD and SED rates of suspension all declined.

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.

School Climate

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

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.

Morrill's primary focus remains on student wellness and a positive school culture. There is an urgent need to increase engagement for Hispanic/Latino, English Learners, and socioeconomically disadvantaged students, and to strengthen the home-school relationship. Administration and staff will prioritize creating a continuously more caring and inclusive school climate for everyone. The district is also focused on reducing chronic student absenteeism, which is most prevalent among struggling middle school students.

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
Attendance Rate	94.8%	91.8% (Increase by 3%)
Chronic Absenteeism	14.43%	11.43% (Decrease by 3%)
Chronic Absenteeism for SpEd	24.5%	21.5% (Decrease by 3%)
Chronic Absenteeism Hispanic	29.2%	26.2% (Decrease by 3%)
Suspension Rate	1.96% (14 students)	1% Decrease by 7 students

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	WEB: "Where Everybody Belongs" (WEB) is a middle school transition program that uses 8th graders to mentor 6th graders, helping them adjust to a new school environment. The program includes an orientation, and ongoing academic and social activities throughout the year to build community, reduce bullying, and improve school climate. It is built on the belief that students can	All Students	2,000 LCFF - Supplemental 4310

	help each other succeed, creating positive role models and a stronger sense of belonging for everyone.		
1.2	WEB Shirts	All Students	1350 LCFF - Supplemental 4310 2,000 LCFF - Supplemental 1190 Stipend for teacher who runs Leadership/ASB.
1.3	Student Time Trackers: Student Time Tracker, which outlines student behavior expectations and school support services. Also allows for organizational support as students are taught how to write their homework for each day in their timetracker. They will be able to see their assignments in their timetracker at home. We keep extras on hand for new students and replacement of lost or damaged items.	All Students	3600 LCFF - Supplemental 4310
1.4	Positive Behavioral Interventions and Supports : PBIS is a framework used at Morrill to improve school climate and student behavior by creating positive, predictable, and supportive environments. It is a multi-tiered system that uses a prevention-based approach and has three tiers of support: school-wide expectations for all students (Tier 1), targeted support for students who need more help (Tier 2), and intensive, individualized support for a small number of students with complex needs (Tier 3).	All Students	5000 Title I 4310
1.5	AVID: AVID (Advancement Via Individual Determination) implements a college-preparatory system designed to support students, particularly those who may not have traditional access to a strong college-preparatory support system at home. It does this by teaching academic and organizational skills like note-taking, time management, and writing in an elective course, and by fostering a campus-wide "college-going culture". The program aims to help students succeed in rigorous classes, stay motivated, and ultimately achieve their goals of attending college.	All Students	12500 LCFF - Supplemental 4310
1.6	IA Instructional Support: Staffing to support student behavior, attendance and social emotional needs. Staff member will support restorative efforts, including behavior academy and attendance improvement program.	All Students	24000 Title I 3010 24000 Title I 2000-2999: Classified Personnel Salaries
1.7	Emergency Preparedness: Train students and staff on emergency drills - Fire, Earthquake, Lockdown/Barricade, and Shelter in Place	All Students	
1.8	Health/Nurse Supplies	All Students	5000 LCFF - Supplemental

1.9	PBIS Incentive and Supplies	All Students	9620 LCFF - Supplemental

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.

Students reported that WEB help to foster a greater sense of connection for all students. The program contributed to a safer and more supportive school environment for the school community.

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

To strengthen PBIS implementation, the school needs consistent communication and practices, strengthening tiered support systems, and using data to drive continuous improvement. This includes ensuring staff have a common understanding of expectations, building buy-in, and regularly analyzing data to refine strategies and address disparities.

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.

To address the academic needs of our Hispanic/Latino, SED, and English Learners - students will be invited to attend our afterschool academic support program.

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.

CCSS Implementation and Professional Development

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

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.

One of the goals this year is to focus on improving student achievement. All stakeholder groups felt that improving student academic achievement is a major goal for the district. They also understand that professional development should be folded into this goal and that the district's metrics were aligned to this goal too. The district wrote up our actions/services to align with our Multi Tiered Systems of Support (MTSS) plan - by including supports for all students (Tier 1) - Basic Instructional Services, ELA, Math, Next Generation Science Standards, Social Studies, PE & Health, VAPA. Tier 2 and Tier 3 supports for students were also aligned to our MTSS plan and the district's CCEIS plan to support our English Language, Foster youth, and Low Income students - ELA (Tier 2 & 3), Math (Tier 2 & 3), English Language Development (ELD), Implicit Bias & Culturally Responsive Practices. The district has upgraded our Assessment platform to help administrators and teachers track their students progress through formative and summative assessments.

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
SBAC ELA	14 above DFS	increase by 3 points from DFS
SBAC ELA Hispanic	70 below DFS; 31%	increase by 3 points from DFS
SBAC ELA SPED	95 below DFS	increase by 3 points from DFS
SBAC Math	19 below DFS	increase by 3 points from DFS
SBAC Math Hispanic	119 below DFS; 14%	increase by 3 points from DFS
SBAC Math SPED	137 below DFS	increase by 3 points from DFS
ELPI Growth	45 current students had no ELPI Growth	5 students show ELPI Growth
ELPI Growth Rate	65.41% ELPI Growth Rate	increase by 2%

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	After School Tutoring Support	All students	9000 Title I 1190
2.2	Instructional Supplies and Materials	All students	37957 LCFF - Supplemental 4310 14029 Title I 4310
2.3	Library Budget	All Students	12500 LCFF - Supplemental 4000-4999: Books And Supplies
2.4	Professional Development/Consultants/Workshops	All teachers	13000 LCFF - Supplemental
2.5	Conferences	All Students	10000 LCFF - Supplemental 4410
2.6	Consultants	All Students	6000 LCFF - Supplemental
2.7	Scholastic News	All Students	500 LCFF - Supplemental
2.8	Certificated Substitutes for Teacher Articulation Days	All Students	10000 LCFF - Supplemental 3500 Title I
2.9	Certificated Extra Duty	All Students	5000 LCFF - Supplemental 1500 Title I
2.10	Classified Inst. Aides	All Students	4500 LCFF - Supplemental

			4500 Title I
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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.

Staff has looked at a variety of assessment data including CAASSP, ELPAC, district benchmark assessments, classroom assessments and student grades. In 23-24SY, there was 19pts above DFS in SBAC ELA vs the 24-25SY there was 16pts above DFS.

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

There were no major differences between the allocations and actual expenditure for all activities in Goal 2. ELD classes are offered. However, staffing limits us and no Math nor ELA Support classes are offered. Which leads to our after-school intervention classes.

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.

Student Support: Administration and teachers will partner to identify high-needs students and deploy effective supplemental services.
Teacher Training: Administration will source and provide relevant workshops to staff, including training in SEL, MTSS, and SVMI. The SVMI training is crucial, as it will facilitate the addition of Algebra to our course offerings.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent and Community Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase parent and community involvement and education.

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.

We continue to value our families as integral partners toward the overall goal of improving educational outcomes for our students. A focus this year is rebuilding the SSC and PTSA.

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
California Healthy Kids Survey - Administered 1st time this year		
Parent Workshops	New Baseline	Provide 3 Parent Workshops
Parent Teacher Student Association (PTSA)	New Baseline	Rebuild PTSA to include exec board (President, Secretary, Treasurer) and have at least 30 members

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Parent Education Events - Infinite Campus Training, Internet Safety, Student Health, and Safety	All	2030 LCFF - Supplemental 4310 Materials, supplies, food for family events
3.3	Career Day	All	1000 Title I 1110
3.4	Mailing - Report Cards	All	4000 Title I 0000: Unrestricted

3.5	Printing	All	1000 Title I 4310 2000 LCFF - Supplemental 4310

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.

As we continue to move further into the post-pandemic period of schooling, challenges and opportunities continue to exist to strengthen family partnerships.

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

No major differences at this time.

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.

Administration plans to enhance parent outreach by using various media, including presentations, print materials, online links, and personal communication.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$231,086.00
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	\$91,529.00

Subtotal of additional federal funds included for this school: \$91,529.00

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 - Supplemental	\$139,557.00

Subtotal of state or local funds included for this school: \$139,557.00

Total of federal, state, and/or local funds for this school: \$231,086.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	139557	0.00
Title I	91529	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	139,557.00
Title I	91,529.00

Expenditures by Budget Reference

Budget Reference	Amount
	56,620.00
0000: Unrestricted	4,000.00
1110	1,000.00
1190	11,000.00
2000-2999: Classified Personnel Salaries	24,000.00
3010	24,000.00
4000-4999: Books And Supplies	12,500.00
4310	81,466.00
4410	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	53,620.00
1190	LCFF - Supplemental	2,000.00

4000-4999: Books And Supplies	LCFF - Supplemental	12,500.00
4310	LCFF - Supplemental	61,437.00
4410	LCFF - Supplemental	10,000.00
	Title I	9,500.00
0000: Unrestricted	Title I	4,000.00
1110	Title I	1,000.00
1190	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	24,000.00
3010	Title I	24,000.00
4310	Title I	20,029.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,070.00
Goal 2	131,986.00
Goal 3	10,030.00

School Site Council Membership

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

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

Name of Members	Role
Mya Duong	Principal
Barrett Ausmann	Classroom Teacher
Mina Tai	Parent or Community Member
Carol Yow	Other School Staff
Eyal Tal	Parent or Community Member
Anantharaj Thalaimalaivanaraj	Parent or Community Member
Naga Ambadipudi	Parent or Community Member
Snehal Naik	Parent or Community Member
Jessica Jackson	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Teacher, Barrett Ausmann

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 11/12/24.

Attested:



Principal, Mya Duong on 11/14/25



SSC Chairperson, Mina Tai on 11/14/25

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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