



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Middle School	41 68973 6044226	March 18, 2025	May 6, 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 Taylor 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 Taylor Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) is created by the school team that includes one principal, teachers, staff, and parents. It meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). Our plan includes goals to improve student achievement, professional learning for staff, and proposed expenditures, monitoring process, and parent involvement.

Educational Partner Involvement

How, when, and with whom did Taylor 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

It is important to the Taylor Administrative team to engage with our educational partners. The administrative team knows the importance of partnering with our community for various educational needs, so offering of a variety of different times for educational partner meetings are scheduled to increase participation.

Following is a list of the various educational partner meetings we have held this school year:

- Weekly Parent newsletters
- Weekly Staff newsletters
- Back to School Night
- Coffee with the Principal & Assistant Principals
- Math Committee Meetings
- School Site Council/ELAC
- Wednesday Staff Collaboration- 1 per month by the administrative team
- Taylor Monthly PTA Board meetings
- Taylor Monthly PTA General Membership Meetings
- Grade level Parent Meeting

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.

We did not score in the "Red" or "Orange" overall in any performance category, however we did score in the "Red" for the subcategory of students with disabilities under chronic absenteeism . We also scored in the "Orange" with our English Learners, Filipino, and White students under chronic absenteeism.

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.

Students with disabilities scored two performance levels below all students in English Language Arts and Math.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0%	0.14%	1	0	1
African American	0.42%	0.42%	0.41%	3	3	3
Asian	45.26%	43.58%	47.10%	325	309	341
Filipino	7.10%	9.31%	8.84%	51	66	64
Hispanic/Latino	21.17%	21.72%	21.41%	152	154	155
Pacific Islander	2.51%	2.12%	1.38%	18	15	10
White	16.43%	15.8%	12.85%	118	112	93
Two or More Races	6.69%	7.05%	7.87%	48	50	57
Not Reported	0.28%	0%	%	2	0	
Total Enrollment				718	709	724

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	238	251	235
Grade 7	223	229	252
Grade 8	257	229	237
Total Enrollment	718	709	724

Conclusions based on this data:

1. Taylor serves a supportive school community with relatively consistent enrollment. We have a diverse student population and serve students from local neighborhoods.
2. We see an increase of about 5% in Asian from the 2021-22 school year.
3. The 6th grade class decreased about 6% from the 2022-23 school year, but the 8th grade class increased about 3%.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	81	90	86	9.4%	11.3%	11.8%
Fluent English Proficient (FEP)	267	246	275	40.4%	37.2%	38.0%
Reclassified Fluent English Proficient (RFEP)				29.2%	31.9%	31.1%

Conclusions based on this data:

1. While the number of English Learners initially increased and then decreased, the percentage of Fluent English Proficient students followed an opposite trend, decreasing initially and then slightly recovering. Meanwhile, the percentage of Reclassified Fluent English Proficient students saw a gradual increase followed by a slight decrease.
2. The percentage of Reclassified Fluent English Proficient (RFEP) students shows a gradual increase overall. This is a positive sign, indicating that students are successfully transitioning out of EL status. However, the slight decrease in 23-24 warrants attention to ensure continued support for these students.
3. The percentage of Fluent English Proficient (FEP) students decreased initially and then saw a slight recovery. This suggests that while some students are progressing in their English language development, there might be challenges in maintaining or accelerating that progress.

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	234	248	238	227	242	231	227	241	231	97.0	97.6	97.1
Grade 7	223	234	252	216	225	249	216	225	249	96.9	96.2	98.8
Grade 8	254	237	236	251	228	227	251	228	227	98.8	96.2	96.2
All Grades	711	719	726	694	695	707	694	694	707	97.6	96.7	97.4

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	2558.	2541.	2561.	31.28	25.73	32.03	28.19	31.12	31.60	25.55	24.48	19.91	14.98	18.67	16.45
Grade 7	2597.	2601.	2598.	35.19	35.11	34.54	35.19	39.11	34.94	15.28	10.67	18.07	14.35	15.11	12.45
Grade 8	2604.	2600.	2616.	31.47	31.14	35.24	33.07	31.14	36.56	21.12	22.81	13.22	14.34	14.91	14.98
All Grades	N/A	N/A	N/A	32.56	30.55	33.95	32.13	33.72	34.37	20.75	19.45	17.11	14.55	16.28	14.57

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	33.04	27.31	31.60	52.42	52.52	54.55	14.54	20.17	13.85
Grade 7	32.87	32.89	31.73	56.94	52.44	55.02	10.19	14.67	13.25
Grade 8	30.68	29.39	31.28	52.99	53.07	55.95	16.33	17.54	12.78
All Grades	32.13	29.81	31.54	54.03	52.68	55.16	13.83	17.51	13.30

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	29.07	23.01	25.11	50.22	54.39	53.25	20.70	22.59	21.65
Grade 7	40.28	40.00	40.16	45.83	45.33	46.18	13.89	14.67	13.65
Grade 8	37.05	31.72	39.65	45.82	50.66	44.05	17.13	17.62	16.30
All Grades	35.45	31.40	35.08	47.26	50.22	47.81	17.29	18.38	17.11

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	20.26	15.55	17.32	71.37	73.11	75.76	8.37	11.34	6.93
Grade 7	21.76	16.89	17.27	71.30	76.00	74.70	6.94	7.11	8.03
Grade 8	21.51	21.49	25.55	69.32	71.93	64.76	9.16	6.58	9.69
All Grades	21.18	17.95	19.94	70.61	73.66	71.85	8.21	8.39	8.20

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	28.63	23.33	25.97	62.11	61.67	66.67	9.25	15.00	7.36
Grade 7	33.80	35.11	35.74	56.02	56.89	55.02	10.19	8.00	9.24
Grade 8	35.06	33.33	38.33	54.58	56.14	53.74	10.36	10.53	7.93
All Grades	32.56	30.45	33.38	57.49	58.30	58.42	9.94	11.26	8.20

Conclusions based on this data:

- Overall in ELA, Grade 6 saw a slight increase in the percentage of students exceeding standards from 22-23 to 23-24, while Grade 7 experienced a minor decrease in the same category. Conversely, Grade 8 showed growth in the percentage of students meeting standards, but also saw an increase in those nearly meeting standards, potentially indicating a shift in student performance within that grade.
- In Writing, Grade 8 showed the most growth in "Above Standard" performance from 22-23 to 23-24, while Grade 6 experienced a slight increase in the same category. Grades 6 and 7 saw a decrease in "At or Near Standard" from 22-23 to 23-24, while Grade 8 saw a significant decrease. However, all three grades experienced a decrease in students "Below Standard" in 23-24.
- Spanning the 2021-22 to 2023-24 school years for grades 6-8 in Research/Inquiry, reveals that while most students are performing "At or Near Standard" in research and inquiry skills, there are fluctuations in those exceeding standards, with Grade 7 showing consistent growth. In Listening, Grade 8 showed the most growth in "Above Standard" performance, while Grades 6 and 7 had slight increases in 23-24 after a decrease in 22-23. All three grades saw an increase in students "At or Near Standard" from 22-23 to 23-24, with Grade 6 showing the most significant improvement. However, Grade 8 also experienced an increase in students "Below Standard" in 23-24, while Grades 6 and 7 saw decreases.

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	234	248	238	228	238	235	227	238	235	97.4	96.0	98.7
Grade 7	223	234	252	220	231	252	220	231	252	98.7	98.7	100
Grade 8	254	237	236	250	232	233	250	231	233	98.4	97.9	98.7
All Grades	711	719	726	698	701	720	697	700	720	98.2	97.5	99.2

* 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	2544.	2541.	2574.	30.40	29.41	42.55	22.91	22.27	17.02	22.47	23.11	23.83	24.23	25.21	16.60
Grade 7	2583.	2597.	2578.	37.73	40.69	40.08	20.00	22.08	16.27	22.73	19.91	19.44	19.55	17.32	24.21
Grade 8	2592.	2585.	2607.	37.60	33.33	41.20	16.00	19.48	14.16	17.60	15.15	20.17	28.80	32.03	24.46
Grade 11															
All Grades	N/A	N/A	N/A	35.29	34.43	41.25	19.51	21.29	15.83	20.80	19.43	21.11	24.39	24.86	21.81

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	26.87	29.83	37.45	48.46	42.86	40.00	24.67	27.31	22.55
Grade 7	35.62	38.10	40.08	43.84	44.59	34.13	20.55	17.32	25.79
Grade 8	35.74	33.77	40.34	38.96	35.50	39.06	25.30	30.74	20.60
Grade 11									
All Grades	32.81	33.86	39.31	43.60	41.00	37.64	23.60	25.14	23.06

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	22.03	23.53	32.77	55.07	56.30	52.77	22.91	20.17	14.47
Grade 7	35.45	41.13	32.54	50.00	42.86	46.03	14.55	16.02	21.43
Grade 8	36.00	34.63	34.76	43.60	44.59	45.06	20.40	20.78	20.17
All Grades	31.28	33.00	33.33	49.35	48.00	47.92	19.37	19.00	18.75

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	22.47	22.27	32.34	60.79	57.14	54.47	16.74	20.59	13.19
Grade 7	28.18	34.20	31.35	59.55	55.41	48.41	12.27	10.39	20.24
Grade 8	32.40	26.84	32.62	48.00	51.52	52.79	19.60	21.65	14.59
All Grades	27.83	27.71	32.08	55.81	54.71	51.81	16.36	17.57	16.11

Conclusions based on this data:

1. While Grade 6 showed improvement in exceeding standards, Grade 7 saw a slight decline in this area. Grade 8, on the other hand, had more students meeting standards, but also an increase in those not meeting them. Overall, the percentage of students nearly meeting standards fluctuated across all grades.
2. While Grades 7 and 8 showed gains in students exceeding standards in "Concepts & Procedures," all three grades saw a decline in those meeting or nearly meeting standards. This shift, along with Grade 7's increase in students "Below Standard," suggests a potential polarization in performance, with more students either excelling or struggling. In Problem Solving & Modeling/Data Analysis, Grade 6 demonstrated strong gains while Grade 7 unfortunately saw a decline in this area and an increase in students struggling. This contrasting performance between grades 6 and 7 highlights a need to investigate the differing trends and address the challenges faced by Grade 7 students.
3. Grades 6 and 8 showed improvement in "Communicating Reasoning" with more students exceeding standards, while Grade 7 unfortunately saw a decline in this area and an increase in students struggling. This mixed performance across grades, with a significant drop in those meeting or nearly meeting standards in Grade 7, highlights the need for targeted support and further analysis of teaching strategies.

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	1524.8	1548.4	1556.2	1526.7	1549.2	1571.3	1522.5	1547.1	1540.6	22	36	32
7	1537.4	1530.2	1558.3	1545.0	1538.6	1573.0	1529.5	1521.4	1542.9	28	21	22
8	1554.9	1565.7	1528.2	1559.3	1565.8	1534.6	1550.0	1565.1	1521.3	22	32	21
All Grades										72	89	75

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	31.82	42.86	56.25	27.27	31.43	15.63	18.18	17.14	15.63	22.73	8.57	12.50	22	35	32
7	28.57	23.81	31.82	35.71	19.05	40.91	25.00	28.57	4.55	10.71	28.57	22.73	28	21	22
8	27.27	34.38	14.29	31.82	25.00	38.10	27.27	21.88	14.29	13.64	18.75	33.33	22	32	21
All Grades	29.17	35.23	37.33	31.94	26.14	29.33	23.61	21.59	12.00	15.28	17.05	21.33	72	88	75

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	54.55	60.00	65.63	18.18	25.71	18.75	4.55	8.57	9.38	22.73	5.71	6.25	22	35	32
7	53.57	38.10	68.18	21.43	23.81	9.09	14.29	14.29	4.55	10.71	23.81	18.18	28	21	22
8	50.00	37.50	33.33	31.82	25.00	33.33	9.09	15.63	9.52	9.09	21.88	23.81	22	32	21
All Grades	52.78	46.59	57.33	23.61	25.00	20.00	9.72	12.50	8.00	13.89	15.91	14.67	72	88	75

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	9.09	17.14	9.38	27.27	34.29	40.63	18.18	31.43	28.13	45.45	17.14	21.88	22	35	32
7	10.71	9.52	18.18	25.00	14.29	27.27	35.71	38.10	27.27	28.57	38.10	27.27	28	21	22
8	18.18	21.88	4.76	22.73	18.75	14.29	31.82	40.63	38.10	27.27	18.75	42.86	22	32	21
All Grades	12.50	17.05	10.67	25.00	23.86	29.33	29.17	36.36	30.67	33.33	22.73	29.33	72	88	75

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	22.73	14.29	25.00	50.00	74.29	59.38	27.27	11.43	15.63	22	35	32
7	10.71	14.29	18.18	67.86	33.33	63.64	21.43	52.38	18.18	28	21	22
8	27.27	18.75	4.76	54.55	53.13	52.38	18.18	28.13	42.86	22	32	21
All Grades	19.44	15.91	17.33	58.33	56.82	58.67	22.22	27.27	24.00	72	88	75

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	68.18	71.43	78.13	18.18	22.86	18.75	13.64	5.71	3.13	22	35	32
7	75.00	66.67	77.27	14.29	19.05	4.55	10.71	14.29	18.18	28	21	22
8	63.64	62.50	71.43	31.82	15.63	9.52	4.55	21.88	19.05	22	32	21
All Grades	69.44	67.05	76.00	20.83	19.32	12.00	9.72	13.64	12.00	72	88	75

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	13.64	22.86	18.75	31.82	48.57	43.75	54.55	28.57	37.50	22	35	32
7	14.29	14.29	22.73	35.71	33.33	40.91	50.00	52.38	36.36	28	21	22
8	27.27	37.50	19.05	18.18	28.13	33.33	54.55	34.38	47.62	22	32	21
All Grades	18.06	26.14	20.00	29.17	37.50	40.00	52.78	36.36	40.00	72	88	75

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	22.73	34.29	21.88	45.45	54.29	75.00	31.82	11.43	3.13	22	35	32
7	14.29	9.52	13.64	67.86	61.90	63.64	17.86	28.57	22.73	28	21	22
8	9.09	9.38	4.76	77.27	75.00	57.14	13.64	15.63	38.10	22	32	21
All Grades	15.28	19.32	14.67	63.89	63.64	66.67	20.83	17.05	18.67	72	88	75

Conclusions based on this data:

1. In Overall Language, Grade 6 saw a significant increase in students reaching Level 4, while Grade 7 experienced a decline in this category. Grade 8 showed the most fluctuation, with a decrease in Level 4 but a notable increase in Level 1. Overall, there was a trend of movement away from Level 2 and towards both higher and lower performance levels.
2. While Grade 6 showed consistent growth in high-level Oral Language skills, Grade 8 unfortunately experienced a decline. In Written Language, Grade 7 showed the most growth in students reaching Level 4, while Grade 8 experienced a decline. Grade 6 had a dip in Level 4 in 23-24. All three grades saw a shift away from Level 2, but the movement towards Level 1 varied, with Grade 8 showing a significant increase. 7's performance fluctuated, with a dip and then a recovery in reaching Level 4. Across all grades, there's a noticeable shift away from the middle performance level, indicating a widening gap between those excelling and those needing additional support.
3. While Grade 6 demonstrated growth in "Well Developed" Listening skills, Grade 8 unfortunately saw a significant decline in this area, coupled with a concerning rise in those at the "Beginning" level. Across all grades, there's a noticeable decrease in the "Somewhat/Moderately" developed category, indicating a potential shift towards either higher or lower performance levels. In the Speaking Domain, all three grades (6-8) showed growth in the "Well Developed" category in 2023-24. There was a consistent decrease in the "Somewhat/Moderately" developed category across all three grades from 21-22 to 23-24. Grade 8 saw a slight decrease in the "Beginning" category in 23-24, while Grade 7 saw an increase. In the Reading Domain, Grade 7 showed growth in the "Well Developed" category in 2023-24, while Grade 8 experienced a decline. All three grades saw an increase in the "Beginning" category from 22-23 to 23-24, with Grade 8 showing the most significant increase. Grade 6 had a decrease in the "Well Developed" category in 23-24. In high-level Writing skills, Grade 6 showed promising growth while Grade 7 unfortunately saw a decline in this area. Meanwhile, Grade 8 experienced an increase in students needing significant support in writing. This mixed performance across the grades suggests a need for targeted interventions and a closer examination of writing instruction to address the diverse needs of students.

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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
724	22.8%	11.9%	0.0%
Total Number of Students enrolled in Taylor 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	86	11.9%
Foster Youth	0	0.0%
Homeless	9	1.2%
Socioeconomically Disadvantaged	165	22.8%
Students with Disabilities	50	6.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.4%
American Indian	1	0.1%
Asian	341	47.1%
Filipino	64	8.8%
Hispanic	155	21.4%
Two or More Races	57	7.9%
Pacific Islander	10	1.4%
White	93	12.8%

Conclusions based on this data:

1. The demographic data reveals that Taylor Middle School has a diverse student population with a large percentage of Asian students. A significant number of students are also identified as socioeconomically disadvantaged, which may require targeted support to ensure equitable access to resources and opportunities.
2. A notable percentage of students are English Learners, highlighting the need for effective language support programs and culturally responsive teaching practices.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We saw improvement in chronic absenteeism in which we attribute that to the implementation of PBIS and restorative practices across campus.
2. While we provided social-emotional learning throughout the school year, we did observe an increase in disciplinary actions resulting in an increase in suspensions. The need for appropriate social interaction and skill building will continue to be a focus for the school year. It will be beneficial to have a SEL curriculum as a foundation.

School and Student Performance Data

Academic Performance English Language Arts

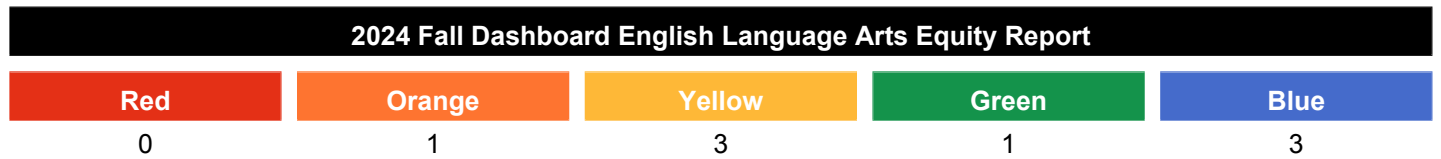
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>42.8 points above standard</div> <div>Increased 12.3 points</div> <div>705 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>22.1 points below standard</div> <div>Increased 5.3 points</div> <div>158 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>76.6 points below standard</div> <div>Declined 14.0 points</div> <div>25 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>8.0 points below standard</div> <div>Increased 15.6 points</div> <div>165 Students</div>

Students with Disabilities  Orange 81.7 points below standard Increased 30.8 points 51 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 75.0 points above standard Increased 12.0 points 331 Students	Filipino  Blue 63.9 points above standard Increased 4.7 points 63 Students	Hispanic  Yellow 26.1 points below standard Increased 9.6 points 151 Students
Two or More Races  Blue 47.2 points above standard Increased 38.6 points 57 Students	Pacific Islander  No Performance Color Less than 11 Students 10 Students	White  Green 32.3 points above standard Maintained 1.2 points 90 Students

Conclusions based on this data:

1. The "All Students" group is performing above standard and has shown an increase, while the "Long-Term English Learners" group has declined and is performing below standard. Some subgroups like Asian and Filipino students are performing well above standard with increases, while others like Socioeconomically Disadvantaged and Students with Disabilities are below standard.
2. There are significant disparities in performance among different student subgroups. While some groups like Asian and Filipino students are excelling, others like Socioeconomically Disadvantaged and Students with Disabilities are performing below standard. This highlights the need for targeted interventions and support to address these achievement gaps.
3. The decline in performance for "Long-Term English Learners" is concerning and suggests that these students may require additional support to succeed academically. We will need to investigate the factors contributing to this decline and implement effective strategies to address their specific needs.

School and Student Performance Data

Academic Performance Mathematics

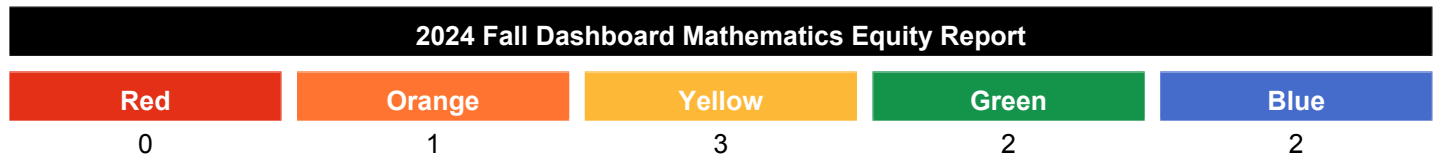
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>21.3 points above standard</div> <div>Increased 12.4 points</div> <div>710 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>41.7 points below standard</div> <div>Increased 5.9 points</div> <div>165 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>100.8 points below standard</div> <div>Increased 34.7 points</div> <div>24 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>43.7 points below standard</div> <div>Increased 13.7 points</div> <div>168 Students</div>

Students with Disabilities  Orange 135.4 points below standard Increased 20.3 points 51 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 71.2 points above standard Increased 8.5 points 337 Students	Filipino  Green 33.0 points above standard Maintained 0.0 points 63 Students	Hispanic  Yellow 76.8 points below standard Increased 11.4 points 151 Students
Two or More Races  Blue 24.2 points above standard Increased 33.7 points 57 Students	Pacific Islander  No Performance Color Less than 11 Students 10 Students	White  Green 1.1 points below standard Increased 5.0 points 89 Students

Conclusions based on this data:

1. Overall student performance of Asian and Filipino students are exceeding standards, other subgroups, such as Socioeconomically Disadvantaged and Students with Disabilities, are struggling. This disparity, plus the gap for Long-Term English Learners, highlights a critical need for targeted support and interventions to address equity gaps.
2. The math data reveals a concerning performance gap between different student groups. Targeted support and equitable resource allocation are needed to address these disparities and ensure all students have the opportunity to succeed. We need to create a more inclusive learning environment where everyone can thrive in mathematics.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
86.4% making progress.	87.5% making progress.
Number Students: 59 Students	Number Students: 16 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0%	13.6%	0%	86.4%

Conclusions based on this data:

1. The data highlights a generally positive trend in English Learner progress, but with a potential concern regarding the advancement of long-term students.
2. The 59 English Learner students are achieving significant progress, with 86.4% demonstrating advancement, which is reflected in their blue performance indicator and improved ELPI levels, indicating a strong program

School and Student Performance Data

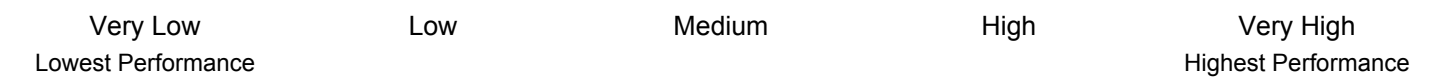
Academic Performance College/Career Report

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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.

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.

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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		
<div>All Students</div> <div> Green</div> <div>9.1% Chronically Absent</div> <div>Declined 1.2</div> <div>738 Students</div>	<div>English Learners</div> <div> Orange</div> <div>20.8% Chronically Absent</div> <div>Declined 0.5</div> <div>96 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>32.1% Chronically Absent</div> <div>Increased 17.4</div> <div>28 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>16.6% Chronically Absent</div> <div>Declined 2.5</div> <div>181 Students</div>

Students with Disabilities  Red 23.6% Chronically Absent Increased 6 55 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 2.9% Chronically Absent Increased 0.7 345 Students	Filipino  Orange 7.6% Chronically Absent Increased 3.2 66 Students	Hispanic  Yellow 17.6% Chronically Absent Declined 1.6 159 Students
Two or More Races  Yellow 13.6% Chronically Absent Declined 11.9 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Orange 14.7% Chronically Absent Increased 4.2 95 Students

Conclusions based on this data:

1. The varying levels of chronic absenteeism across different student groups, with a district-wide average of 9.1% of students being chronically absent.
2. Several subgroups, including Students with Disabilities (23.6%) and Long-Term English Learners (32.1%), exhibit significantly higher rates of chronic absenteeism, indicating a need for targeted interventions.
3. A more targeted and data-driven approach to tackling chronic absenteeism, with a focus on at-risk populations and enhanced data collection for smaller student subgroups is needed.

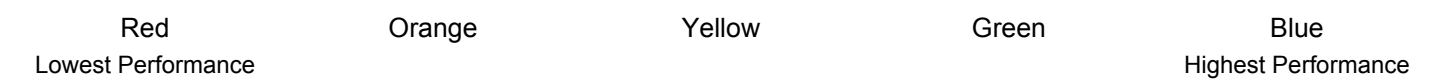
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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.

School and Student Performance Data

Conditions & Climate Suspension Rate

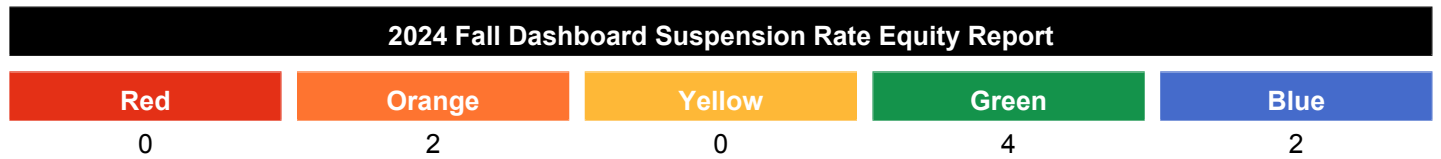
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Green</div> <div>1.2% suspended at least one day</div> <div>Declined 2.3%</div> <div>747 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>3.1% suspended at least one day</div> <div>Declined 1.7%</div> <div>98 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>3.6% suspended at least one day</div> <div>Declined 2.3%</div> <div>28 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>3.8% suspended at least one day</div> <div>Declined 4.5%</div> <div>184 Students</div>

Students with Disabilities  Green 3.6% suspended at least one day Declined 2.3% 56 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Declined 0.9% 347 Students	Filipino  Blue 0% suspended at least one day Declined 4.4% 68 Students	Hispanic  Green 2.5% suspended at least one day Declined 4.3% 160 Students
Two or More Races  Orange 3.4% suspended at least one day Increased 1.4% 59 Students	Pacific Islander  No Performance Color 8.3% suspended at least one day Declined 22.9% 12 Students	White  Orange 2.1% suspended at least one day Increased 0.3% 96 Students

Conclusions based on this data:

1. The data shows varying suspension rates across student groups, with overall rates relatively low but disparities evident, particularly for Long-Term English Learners and students with disabilities.
2. While many student groups exhibited a reduction in suspensions, the 'Two or More Races' group experienced a rise, emphasizing the necessity for a more refined understanding of disciplinary patterns.
3. While the report shows suspension rates, it doesn't provide insights into the reasons for suspensions. Understanding the underlying causes of suspensions is crucial for developing effective intervention strategies.

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.

Reading

All students will demonstrate at least one level of growth in proficiency for English Language Arts, as measured by trimester assessments in reading and writing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Millbrae Elementary School District will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. The overall number of students achieving proficiency in reading will increase each year as measured by state and local assessments.

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.

Staff will work in collaborative teams within a Professional Learning Team (PLT), meeting on a regular basis once a week to collaborate, analyze student data, and develop units of instruction. Teams utilize a cyclical process that includes designing standards-based unit and lesson plans that includes differentiation and common formative 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
CAASPP Data	2023-2024 CAASPP Data	Student growth
STAR assessments	STAR assessments - Fall 2024 data	Student growth

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	English teachers meet in their PLT (professional learning team) weekly collaborate around Tier 1 best practices.	All students	0 District Funded
1.2	Teams will collaborate to analyze formative assessments that determine the next instruction.	All students	0 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teams met weekly, but moved at varying speeds. We will need to conduct a deep dive into the ELA standards, ensuring all team members have a common understanding of learning goals and expectations.

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

Inconsistent growth was seen resulting in regular data analysis is critical, alongside consistent tracking of student progress and a strong emphasis on meeting individual student needs. To better serve our students, we need to analyze data on a more regular basis, meticulously track their growth, and place their individual needs at the forefront of our practice

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.

Consider implementing reading events such as Literacy Week to inspire students to read. Also, using the updated Mission, Vision, Collective Agreements, and vertical alignment this goal will continue for the 2025-26 school year.

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.

Academic Achievement

At least 80% of students will demonstrate proficiency in grade level mathematics essential standards, as measured through common formative and summative assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive standards-based differentiated instruction. By the end of each academic year, at least 80% of students will demonstrate proficiency in grade-level essential standards, as measured through local summative assessments. Common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide data in mathematics will be used to inform instruction and differentiation.

Identified Need

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

The inconsistent percentage of students nearly meeting math standards across grade levels indicates a critical need for targeted intervention and instructional refinement.

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
CAASPP Data	2023-24 CAASPP Math Data	Increase in number of students who are performing at or above standard.
STAR Assessments	STAR Assessments- Fall 2024 Data	Student growth

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	Math teachers meet in their PLT (professional learning team) weekly to collaborate on best Tier 1 strategies.	All Students	0 District Funded
2.2	Teams will collaborate to analyze formative assessments that determine the next instruction.	All students	0 District Funded
2.3	Taylor Math Team will collaborate to build consistency across all grade levels.	All students	1200 Unrestricted

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The strategies/activities listed above were inconsistently implemented.

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

Noticing the inconsistent growth patterns, we must regularly analyze data, monitor student progress, and ensure that our instructional decisions are driven by the individual needs of each student.

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.

Consider implementing school wide math events such as Math Mania or math focused assemblies. Also consider incorporating math into elective classes such as Financial Literacy or Coding. Using the updated Mission, Vision, Collective Agreements, and vertical alignment this goal will continue for the 2025-26 school year.

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.

SEL/Attendance/Student Engagement

All staff will work collaboratively to enhance school connectedness by implementing school wide PBIS and campus activities that promote inclusivity, emotional well-being, relationships-building, and a sense of belonging to decrease absenteeism rates and increase student engagement as measured by site attendance data, CA Healthy Kids Survey, and discipline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state and local measures.

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.

There is a continued need to move beyond reactive disciplinary measures and implement proactive SEL strategies that teach students coping mechanisms, conflict resolution skills, and emotional regulation

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
Healthy Kids Survey	2024 Healthy Kids Survey	Increase in one's sense of safety and community connectedness and sense of belonging
School suspensions	2024 Suspension data	Decrease in student suspensions
Absenteeism rate	2022-23 absentee data	Increase in student attendance

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Leadership class creates plans and implements lunchtime activities, schoolwide dances, and rallies throughout the year	All students	5000 ASB
3.2	Increase clubs on campus	All students	3000 ASB
3.3	Teachers and staff will attend Launch Institute in the summer of 2024	All students	8500 Other

3.4	Staff development conference at CADA	All students	1600 Parent-Teacher Association (PTA)
3.5	Communicate early and often regarding absentee data, learning loss, and financial loss.	All students	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The effort to improve the climate and culture at Taylor has been highly effective. Building strong school connections improves attendance, decreases suspensions, and creates a safe environment. A positive school climate starts with teachers and staff building strong relationships with students and community partners.

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

We were fortunate to attend Launch Institute for free during the 2024 summer. We will continue our professional growth in the summer of 2025 with more team members joining.

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.

Using Panorama data from students, staff, and community, we will add additional strategies that target trends found in the responses. We will continue this goal for the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language Learners

Taylor will enhance that academic achievement and English proficiency of every multilingual learner by utilizing an asset based approach and standards-based instruction

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MESD will provide integrated and designated English language development instruction, improving English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who achieve at least one year of growth from the previous English Language Proficiency Assessment for California (ELPAC) or are redesignated as a fluent English proficient student will increase from the prior year.

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.

While many ELs progressed at least one ELPI level, more than 10% maintained lower ELPI levels. This indicates a gap in progress within the EL population itself. Some ELs are advancing, while others are not, suggesting a need for differentiated support and a focus on closing the gap in language acquisition.

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
ELPAC	2024 ELPAC data	Increase in student growth and reclassification
CAASPP	2024 CAASPP data	Student growth in Math and ELA for ELL 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
4.1	Teachers meet in their PLT (professional learning team) weekly to analyze data and plan next steps to reach our multi lingual learners.	All Students	0 District Funded
4.2	Teams will collaborate weekly to build unit plans that incorporate best teaching strategies with differentiation through the use of graphic organizers, scaffold lessons, and sentence frames/starters to increase access and comprehension for our multi lingual students.	All students	0 District Funded
4.3	Increase clubs on campus to build connection	All Students	2500 ASB

4.4	Increase classroom resources	All students	500 Parent-Teacher Association (PTA)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We continue to work on targeted instruction for our multi-lingual students. Our English Learners are making steady progress, however, we need to put in more effort for our LTEL students.

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

Our multi-lingual students are not able to take an elective class due to having to take sheltered English instruction. We restructured our program so students performing at Level III will be placed in a class that is appropriate for their level. We also adjusted our LTEL program to include an elective class.

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.

We will continue to look for ways to include our multi lingual learners in more areas of campus culture while also building our teacher's strategies to reach our EL population. This goal will continue for the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$1640.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,300.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
ASB	\$10,500.00
District Funded	\$0.00
Other	\$8,500.00
Parent-Teacher Association (PTA)	\$2,100.00
Unrestricted	\$1,200.00

Subtotal of state or local funds included for this school: \$22,300.00

Total of federal, state, and/or local funds for this school: \$22,300.00

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
General Fund	15,953	15,953.00
Lottery: Instructional Materials	34,251.21	34,251.21
Prop 28	75,259	75,259.00
Donations	17,624	17,624.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
ASB	10,500.00
District Funded	0.00
Other	8,500.00
Parent-Teacher Association (PTA)	2,100.00
Unrestricted	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ASB	10,500.00
	District Funded	0.00
	Other	8,500.00
	Parent-Teacher Association (PTA)	2,100.00
	Unrestricted	1,200.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
0.00
1,200.00
18,100.00
3,000.00

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
- 2 Classroom Teachers
- 3 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Erin Zlatunich	Principal
Chris Nichols	Other School Staff
William Romer	Other School Staff
Richard Walker	Classroom Teacher
Kim Drutz	Classroom Teacher
Dianna Thomas	Other School Staff
Neda Rezaford	Parent or Community Member
Zeid Batshain	Parent or Community Member
Jean Liu	Parent or Community Member
Samir Thadani	Parent or Community Member
Nami Watabiki	Parent or Community Member
Daisy Wong	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
	English Learner Advisory Committee
	Other: PTA

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 03/18/2025.

Attested:

	Principal, Erin Zlatunich on 3/25/25
	SSC Chairperson, Richard Walker 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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