

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Catherine L. Zane Middle School	12-75515-6057376	December 8, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Zane Middle School is situated on the beautiful north coast of California. Currently Zane has 439 students enrolled in grades 6th-8th with 73.48% of the population identified as low socio-economically disadvantaged. In analyzing data we have identified students in need of additional supports in the areas of Math and Language Arts. As result Zane provides intensive intervention classes for struggling students in those areas as well as increased access to reading materials, AVID instructional strategies and materials, and targeted classroom technology (LCAP Goal #1). In addition, students are provided the opportunity to receive tutoring sessions after school, 3 days a week, from credentialed teachers. In alignment with LCAP Goal #2, the school supports a Restorative Practices Specialist to enhance services for students in order to meet their social-emotional and safety needs. Zane is working to reimplement the extensive school-wide STEAM project to facilitate project based learning in order to increase student, family, and community involvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On analyzing the California Healthy Kids Survey results for the 2021-22 school year and current SWIS data, it is apparent that there is work to be done at Zane Middle School. Data indicates that students continue to need support with behaviors and belongingness at school and consistently following the the expectations for a safe, respectful, and responsible school environment. A portion of students continue to find it difficult to connect to school and adhere to the expectations due to trauma and the pandemic especially in the area of mental health. This information will be shared with the SSC and the PBIS/Climate Committee in order to develop a plan to increase students sense of belongingness on campus as well as an increased sense of expectation and support. Zane continues to reinvigorate initiatives that will increase students engagement thus decreasing their achievement gap. Strategies such as AVID and PBIS will be retaught and implemented in a systematic way ensuring that all students have access to these supports in order to increase their access to the CCCSS. In addition, teacher's are currently being trained in Visible Learning with a starting point of Teacher Clarity in order for students to deepen their understanding of the standards and develop a sense of self-advocacy by knowing what to do when they don't know what to do.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal and Assistant Principal conduct informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. Last year, staff participated in the CALL Survey to assess climate, student learning, and behaviors within our district. In response, Zane has created a WEL team to analyze the data and build a site goal for supporting student achievement. One initiative that has been implemented as a result of this feedback is that teachers have the opportunity to observe other teachers in their classrooms. Teachers then participate in a debrief session to share what they have observed and be able to gather additional information from teacher regarding engagement and teaching strategies. Many teachers provide after school intervention opportunities to support student learning and the after school program is working to engage and support student learning as well.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessment results on a regular basis in order to drive instruction to support differentiated student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Middle school departments across the district have developed common pacing guides and common assessments in order to have a basis for their discussions around student achievement. The site WEL team, MTSS Team, and the School Site Council analyze school Math and Language Arts CAASPP data particularly in regards to previously underperforming subgroups. Staff will analyze grades and performance of students by levels of engagement, participation, and classroom assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 25 teachers at Zane have their full credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet regularly during scheduled collaboration time every other week and all teachers participate in administration led collaboration and professional development on alternating Mondays. In addition, the district provided 3 professional development days prior to the start of the 2022-23 school year with an emphasis on Visible Learning, PBIS, and WEL Goal. Teacher Clarity continues to be an emphasis of professional development during the additionally scheduled professional development days throughout the school year (3 days).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing and regular staff development takes place every Monday as a scheduled early release day for students. Staff development is planned in conjunction with the Teacher's Leadership Team, the site administration, academic department teams, as well as in conjunction with the other district middle school. Data analysis of student achievement assessments is a regular part of staff collaborations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At this time, instructional support is provided through administration and district instructional coaches. Teachers can work with lead teachers throughout the district to support them in their professional growth. New teachers are enrolled in NCTIP and assigned a mentor to support them through their induction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers typically meet by department on collaboration days, but some collaboration days are set aside for grade level collaboration or topic specific, especially in terms of looking at student behavior data.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

ECS department of Educational Services under the Assistant Superintendent and Director of Curriculum and Assessment analyze and review data in order to evaluate programs and student achievement. The District Curriculum Committee is being revised in order to have a process that involves experts on the content and standards in order to evaluate and make recommendations for curriculum needs while seeking input from classroom teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Zane maintains instructional minutes for all subjects that meet the state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math and ELA intervention classes are scheduled into the Zane master schedule in collaboration with the respective academic departments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Eureka City Schools ensures that all students have access to appropriate instructional materials. Extra textbooks and materials are available in the Zane library.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Zane teachers and classrooms use School Board adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Zane provides intervention classes in ELA and Math that are supported by teachers credentialed in the respective subjects. In addition, Zane provides ELD services for students in their respective grades.

Evidence-based educational practices to raise student achievement

Teachers have received and continue to receive additional training in Constructing Meaning and in AVID strategies. ELA and Science teachers were provided opportunities for training in the Amplify Curriculum this year. In addition, Big Ideas Math training was provided at the start of the school year as well as a couple of sessions offered following the school day to support implementation.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District provides an after-school program daily that includes tutoring. Additionally, Zane offers tutoring sessions 3 days a week after school supported by credentialed teachers. During the Summer of 2022 the district provided an extended learning opportunity for the full day to all middle school students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are involved in planning ConApp programs through ELAC, DELAC, and LCAP meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides targeted support through Math and ELA intervention courses, and reading intervention supports and materials. English Language Learners are supported through three English Language Development courses. Indian Education funds a tutor two days a week. Teachers are providing after school tutoring.

Fiscal support (EPC)

Site funds, Title 1

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, the Zane WEL Team, the PBIS team, ELAC, and the community at large were consulted as part of the SPSA Annual Review and Update. Nomination forms for School Site Council are sent to all families in the Summer/Fall prior to the school year. School Site Council elections were held in September. Teachers and classified staff are nominated by and elected by the respective staffs. The Zane WEL Team is comprised of Lead teachers, administration, and classified staff; they meet with monthly. The PBIS team meets monthly and includes the Vice-Principal. The president of ELAC is invited to attend SSC meetings monthly and the teacher liaison for ELAC serves on the SSC and reports monthly to the committee. These groups are consulted in regular meetings regarding the SPSA. Parents and community members were notified of meetings by invites posted on site website, by an autodialer phone message to all parents/guardians, and posted to the Zane Facebook page.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	5.31%	5.0%	5.57%	33	27	26
African American	1.77%	2.9%	2.57%	11	16	12
Asian	11.09%	12.5%	13.06%	69	68	61
Filipino	0.8%	0.9%	0.64%	5	5	3
Hispanic/Latino	23.63%	22.5%	24.20%	147	123	113
Pacific Islander	1.29%	1.5%	2.14%	8	8	10
White	45.34%	44.5%	42.61%	282	243	199
Multiple/No Response	10.77%	10.3%	9.21%	67	56	43
Total Enrollment				622	546	467

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	165	133	121
Grade 7	225	192	156
Grade 8	232	221	190
Total Enrollment	622	546	467

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	83	73	85	13.3%	13.40%	18.2%
Fluent English Proficient (FEP)	53	55	45	8.5%	10.10%	9.6%
Reclassified Fluent English Proficient (RFEP)	13	13		15.3%	2.40%	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	152	140	127	147	132	121	147	132	121	96.7	94.3	95.3
Grade 7	229	191	153	219	183	147	219	180	147	95.6	95.8	96.1
Grade 8	205	223	185	199	207	179	199	205	178	97.1	92.8	96.8
All Grades	586	554	465	565	522	447	565	517	446	96.4	94.2	96.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2482.	2459.	2485.	2.72	4.55	8.26	27.89	18.94	23.97	34.01	24.24	27.27	35.37	52.27	40.50
Grade 7	2524.	2516.	2528.	9.59	12.78	15.65	29.22	23.89	30.61	29.22	24.44	17.69	31.96	38.89	36.05
Grade 8	2525.	2524.	2542.	8.54	4.88	12.36	29.65	27.32	30.34	26.63	36.59	30.34	35.18	31.22	26.97
All Grades	N/A	N/A	N/A	7.43	7.54	12.33	29.03	23.98	28.70	29.56	29.21	25.34	33.98	39.26	33.63

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.81	2.27	11.57	43.75	56.06	57.02	44.44	41.67	31.40
Grade 7	17.43	19.44	11.56	45.41	52.22	60.54	37.16	28.33	27.89
Grade 8	18.18	10.29	13.48	44.95	56.37	55.06	36.87	33.33	31.46
All Grades	16.25	11.43	12.33	44.82	54.84	57.40	38.93	33.72	30.27

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.64	5.30	4.96	52.78	43.94	44.63	39.58	50.76	50.41
Grade 7	14.61	16.67	21.77	50.68	43.89	48.30	34.70	39.44	29.93
Grade 8	10.55	6.40	11.80	51.26	58.13	61.80	38.19	35.47	26.40
All Grades	11.39	9.71	13.23	51.42	49.51	52.69	37.19	40.78	34.08

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.25	11.36	14.05	72.92	66.67	71.07	20.83	21.97	14.88
Grade 7	12.33	7.78	13.61	69.86	75.56	68.71	17.81	16.67	17.69
Grade 8	10.61	7.35	11.80	66.67	72.55	74.16	22.73	20.10	14.04
All Grades	10.16	8.53	13.00	69.52	72.09	71.52	20.32	19.38	15.47

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	14.58	9.09	16.53	52.78	62.12	61.98	32.64	28.79	21.49
Grade 7	20.18	17.22	20.41	51.38	63.89	53.74	28.44	18.89	25.85
Grade 8	14.65	17.65	16.85	51.52	64.71	69.10	33.84	17.65	14.04
All Grades	16.79	15.31	17.94	51.79	63.76	62.11	31.43	20.93	19.96

2019-20 Data:

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Conclusions based on this data:

1. ELA scores are flat. Increase focus on writing across the curriculum, CM strategies, and AVID strategies across all content areas.
2. Reading is a relative weakness. Increase focus on delivering reading support materials through increased technology in ELA and ELD classrooms.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	152	140	127	144	132	121	144	132	121	94.7	94.3	95.3
Grade 7	230	191	153	222	185	147	222	184	147	96.5	96.9	96.1
Grade 8	205	223	185	196	206	179	196	206	179	95.6	92.4	96.8
All Grades	587	554	465	562	523	447	562	522	447	95.7	94.4	96.1

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2494.	2439.	2465.	7.64	3.03	9.92	17.36	9.85	15.70	37.50	23.48	18.18	37.50	63.64	56.20
Grade 7	2504.	2476.	2477.	10.36	7.07	6.12	18.47	9.24	18.37	30.63	32.07	21.09	40.54	51.63	54.42
Grade 8	2515.	2488.	2502.	13.27	7.28	7.82	15.31	10.68	13.41	27.04	25.24	29.05	44.39	56.80	49.72
All Grades	N/A	N/A	N/A	10.68	6.13	7.83	17.08	9.96	15.66	31.14	27.20	23.49	41.10	56.70	53.02

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	13.99	3.03	8.26	40.56	32.58	39.67	45.45	64.39	52.07
Grade 7	17.19	6.52	7.48	33.48	47.28	41.50	49.32	46.20	51.02
Grade 8	13.78	7.28	8.94	37.24	46.60	48.04	48.98	46.12	43.02
All Grades	15.18	5.94	8.28	36.61	43.30	43.62	48.21	50.77	48.10

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.64	6.06	9.09	47.22	41.67	43.80	45.14	52.27	47.11
Grade 7	12.16	5.98	6.80	48.65	55.98	51.02	39.19	38.04	42.18
Grade 8	13.27	6.80	7.82	41.33	53.40	62.57	45.41	39.81	29.61
All Grades	11.39	6.32	7.83	45.73	51.34	53.69	42.88	42.34	38.48

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.33	5.30	9.92	50.69	53.03	57.02	40.97	41.67	33.06
Grade 7	11.26	4.35	10.20	59.01	71.74	59.18	29.73	23.91	30.61
Grade 8	10.20	6.80	7.82	52.04	62.14	58.10	37.76	31.07	34.08
All Grades	10.14	5.56	9.17	54.45	63.22	58.17	35.41	31.23	32.66

2019-20 Data:

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Conclusions based on this data:

1. Math scores are flat. Increase emphasis on training in the CPM curriculum.
2. Concepts & Procedures is a relative weakness. Make this a focus of Math Department PD.

School and Student Performance Data

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1528.3	1513.7	1536.0	1522.1	1510.5	1544.2	1533.8	1516.3	1527.3	24	28	30
7	1531.7	1537.3	1555.5	1526.8	1548.9	1571.4	1536.3	1525.0	1539.0	25	27	28
8	1577.6	1539.3	1566.2	1577.9	1547.3	1578.6	1576.6	1530.9	1553.3	17	20	22
All Grades										66	75	80

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.17	7.14	23.33	29.17	39.29	43.33	25.00	42.86	26.67	16.67	10.71	6.67	24	28	30
7	20.00	26.92	39.29	40.00	30.77	32.14	16.00	19.23	21.43	24.00	23.08	7.14	25	26	28
8	23.53	30.00	31.82	58.82	25.00	50.00	11.76	20.00	9.09	5.88	25.00	9.09	17	20	22
All Grades	24.24	20.27	31.25	40.91	32.43	41.25	18.18	28.38	20.00	16.67	18.92	7.50	66	74	80

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	29.17	28.57	50.00	50.00	46.43	36.67	12.50	14.29	10.00	8.33	10.71	3.33	24	28	30
7	32.00	46.15	46.43	32.00	30.77	32.14	12.00	7.69	17.86	24.00	15.38	3.57	25	26	28
8	47.06	35.00	63.64	41.18	30.00	22.73	5.88	15.00	4.55	5.88	20.00	9.09	17	20	22
All Grades	34.85	36.49	52.50	40.91	36.49	31.25	10.61	12.16	11.25	13.64	14.86	5.00	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.33	0.00	3.33	33.33	21.43	23.33	45.83	53.57	50.00	12.50	25.00	23.33	24	28	30
7	0.00	7.69	3.57	40.00	26.92	28.57	28.00	42.31	53.57	32.00	23.08	14.29	25	26	28
8	17.65	5.00	13.64	64.71	30.00	36.36	11.76	35.00	36.36	5.88	30.00	13.64	17	20	22
All Grades	7.58	4.05	6.25	43.94	25.68	28.75	30.30	44.59	47.50	18.18	25.68	17.50	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6	25.00	17.86	13.33	54.17	53.57	76.67	20.83	28.57	10.00	24	28	30	
7	12.00	19.23	17.86	56.00	65.38	57.14	32.00	15.38	25.00	25	26	28	
8	29.41	20.00	13.64	58.82	60.00	77.27	11.76	20.00	9.09	17	20	22	
All Grades	21.21	18.92	15.00	56.06	59.46	70.00	22.73	21.62	15.00	66	74	80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
6	33.33	60.71	65.52	58.33	25.00	31.03	8.33	14.29	3.45	24	28	29	
7	64.00	64.00	82.14	16.00	20.00	14.29	20.00	16.00	3.57	25	25	28	
8	52.94	50.00	72.73	41.18	40.00	18.18	5.88	10.00	9.09	17	20	22	
All Grades	50.00	58.90	73.42	37.88	27.40	21.52	12.12	13.70	5.06	66	73	79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	4.17	0.00	3.33	54.17	46.43	50.00	41.67	53.57	46.67	24	28	30
7	4.00	11.54	14.29	44.00	42.31	42.86	52.00	46.15	42.86	25	26	28
8	35.29	20.00	18.18	52.94	20.00	40.91	11.76	60.00	40.91	17	20	22
All Grades	12.12	9.46	11.25	50.00	37.84	45.00	37.88	52.70	43.75	66	74	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	37.50	10.71	10.00	54.17	82.14	86.67	8.33	7.14	3.33	24	28	30
7	8.00	12.00	7.14	88.00	72.00	85.71	4.00	16.00	7.14	25	25	28
8	0.00	0.00	4.55	100.00	85.00	86.36	0.00	15.00	9.09	17	20	22
All Grades	16.67	8.22	7.50	78.79	79.45	86.25	4.55	12.33	6.25	66	73	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELD students are lagging in Written Language as compared to Oral Language. Increase emphasis on writing.
2. There is a high proportion of Level 4 students. Focus on how to get these students to the Reclassified level.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
467	73.7	18.2	0.9
Total Number of Students enrolled in Catherine L. Zane 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	18.2
Foster Youth	4	0.9
Homeless	29	6.2
Socioeconomically Disadvantaged	344	73.7
Students with Disabilities	67	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.6
American Indian	26	5.6
Asian	61	13.1
Filipino	3	0.6
Hispanic	113	24.2
Two or More Races	43	9.2
Pacific Islander	10	2.1
White	199	42.6

Conclusions based on this data:

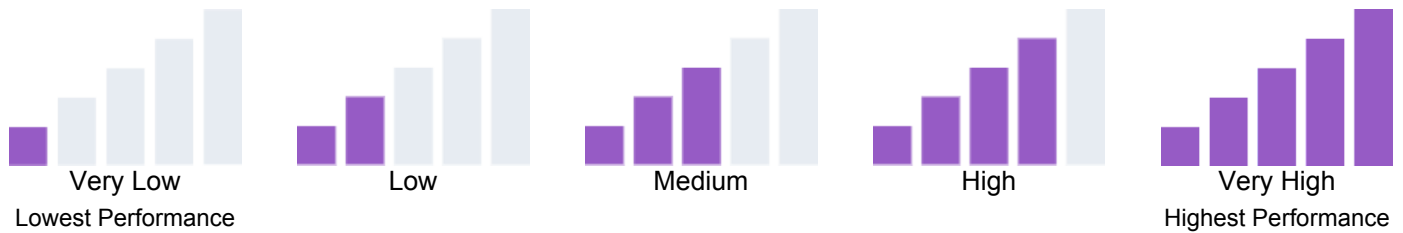
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School and Student Performance Data

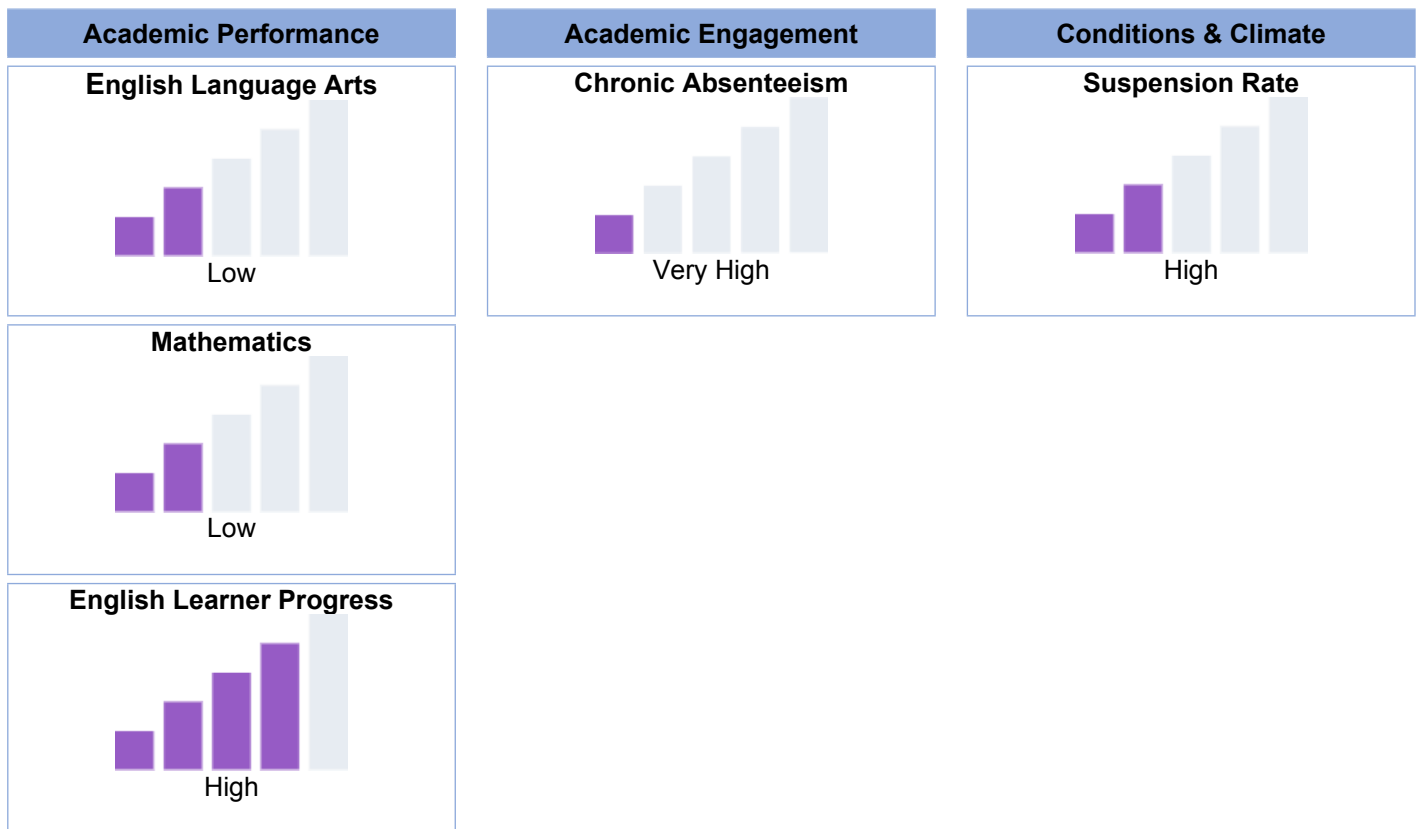
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Zane will focus on Restorative Practices and alternatives to suspension.
2. Zane administration will regularly meet with students and families regarding student attendance.

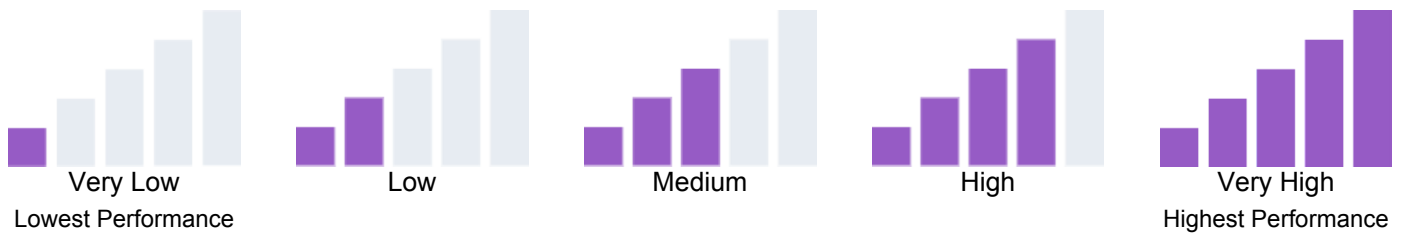
3. Teacher Professional Development will focus on improving ELA and Math student performance. Professional development will focus on our Visible Learning Path with an emphasis in Teacher Clarity.

School and Student Performance Data

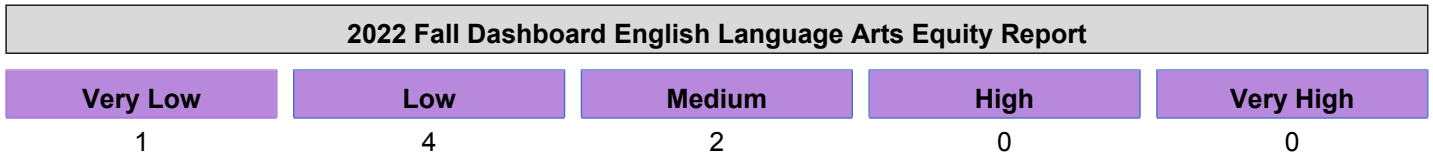
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

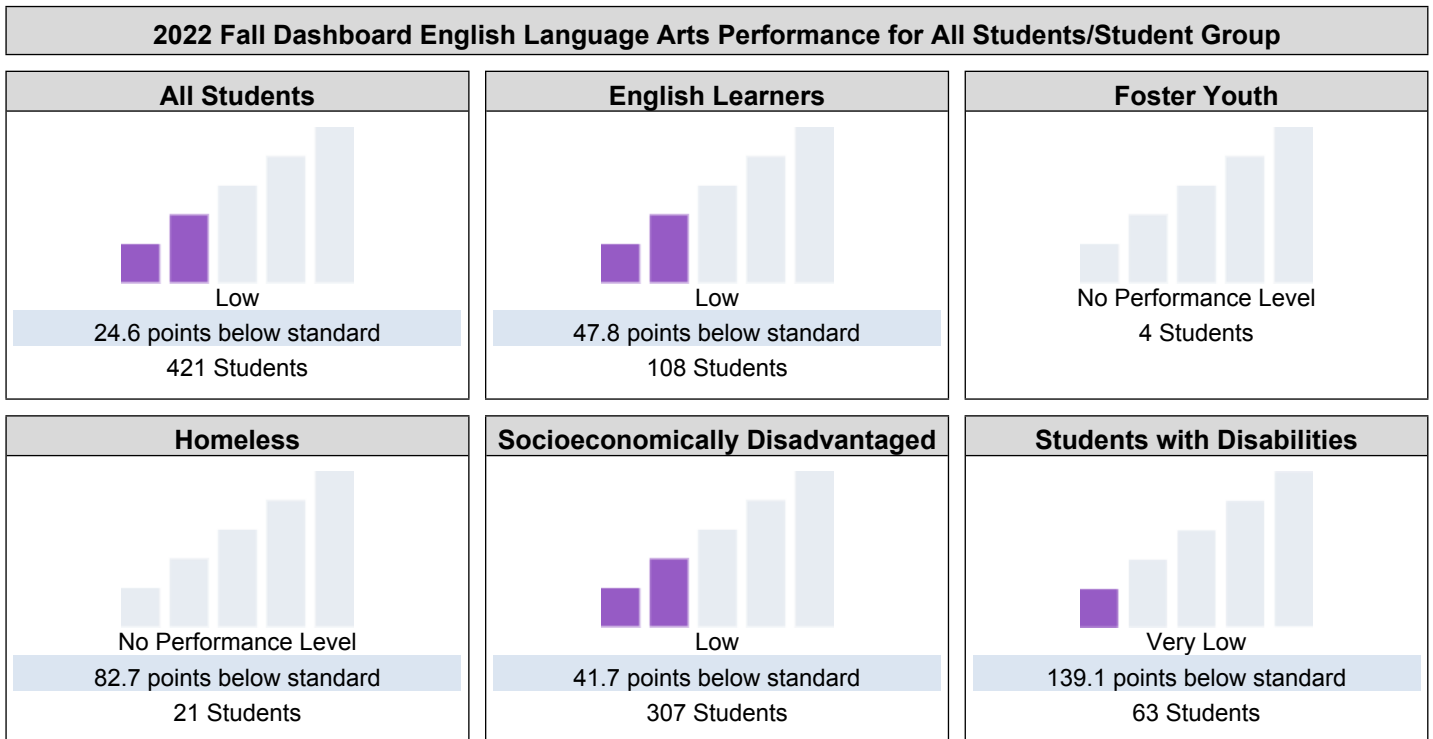
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



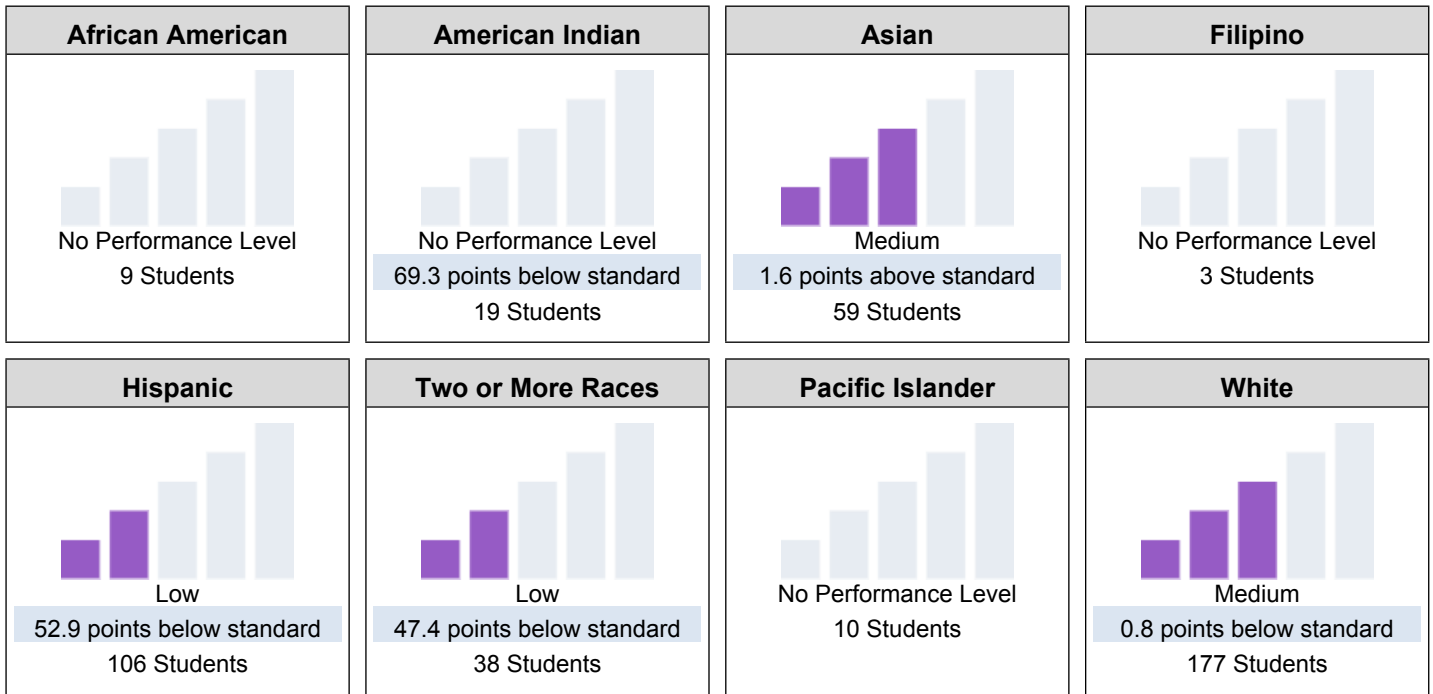
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.4 points below standard 79 Students	49.3 points above standard 29 Students	18.2 points below standard 297 Students

Conclusions based on this data:

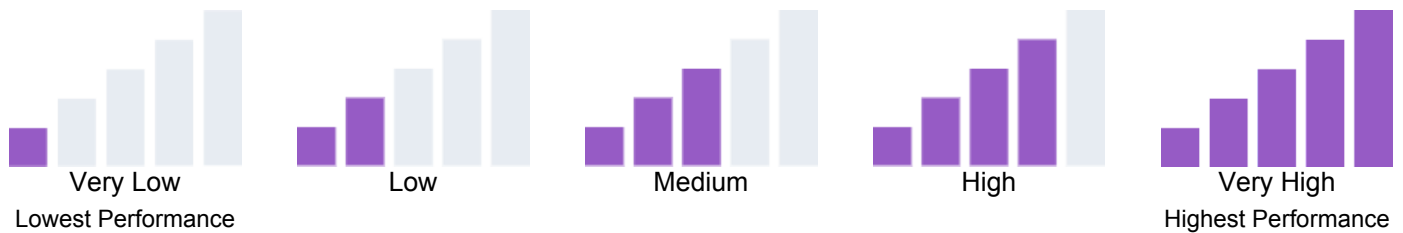
1. Student subgroups, particularly Homeless and Socioeconomically Disadvantaged students are significantly underperforming in English Language Arts. Focus on targeting individual students for ELA intervention classes.
2. Teacher Professional Development at Zane will focus on Visible Learning.
3. ELA intervention will be better integrated with grade level curriculum in order to better meet individual student needs. Intervention teachers will be teaching the same grade level as their intervention class.

School and Student Performance Data

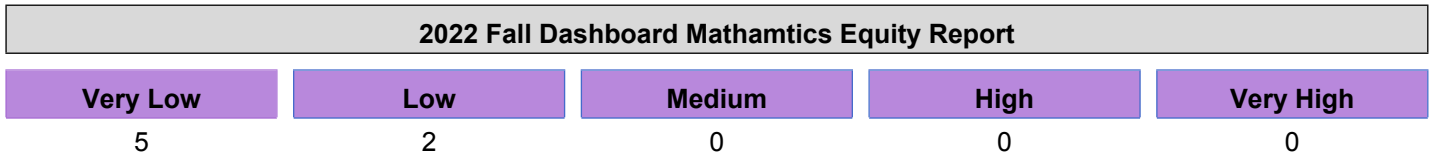
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

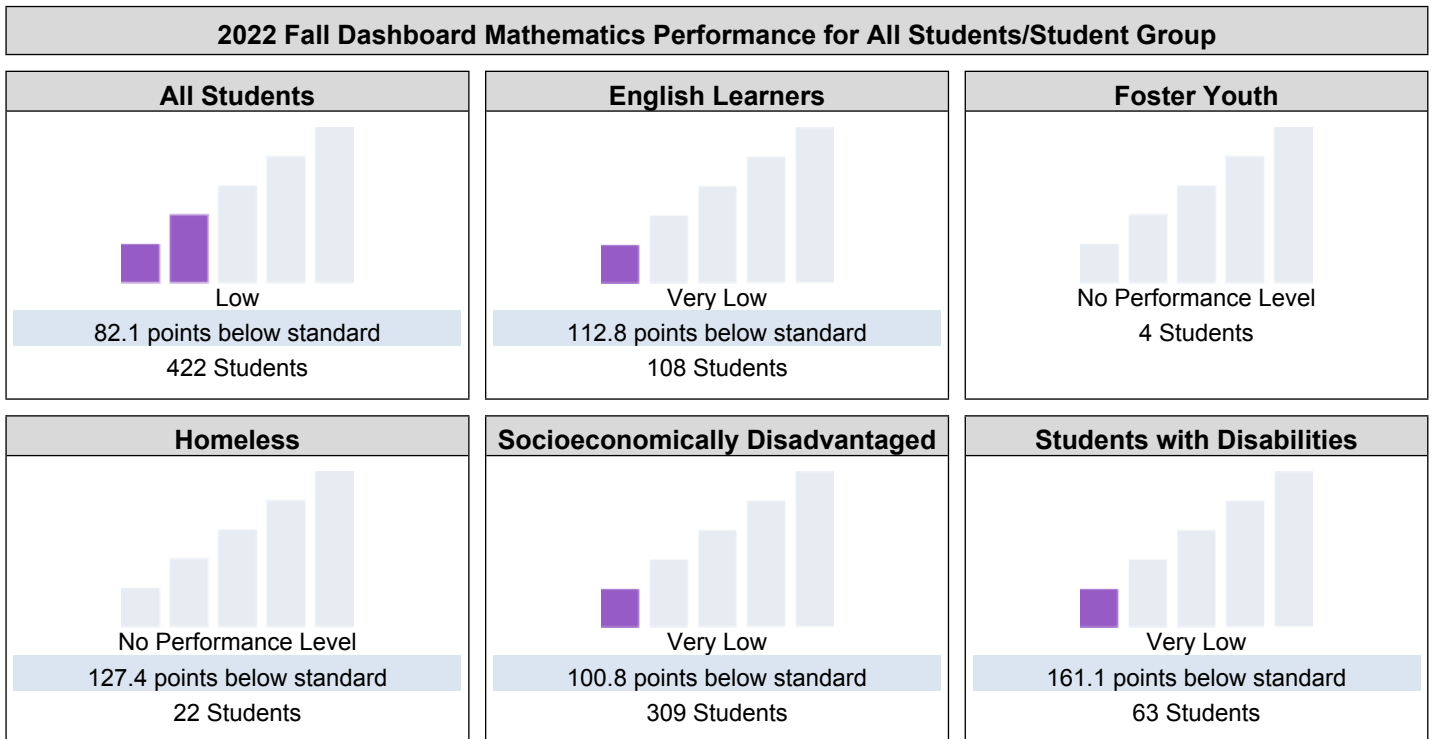
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



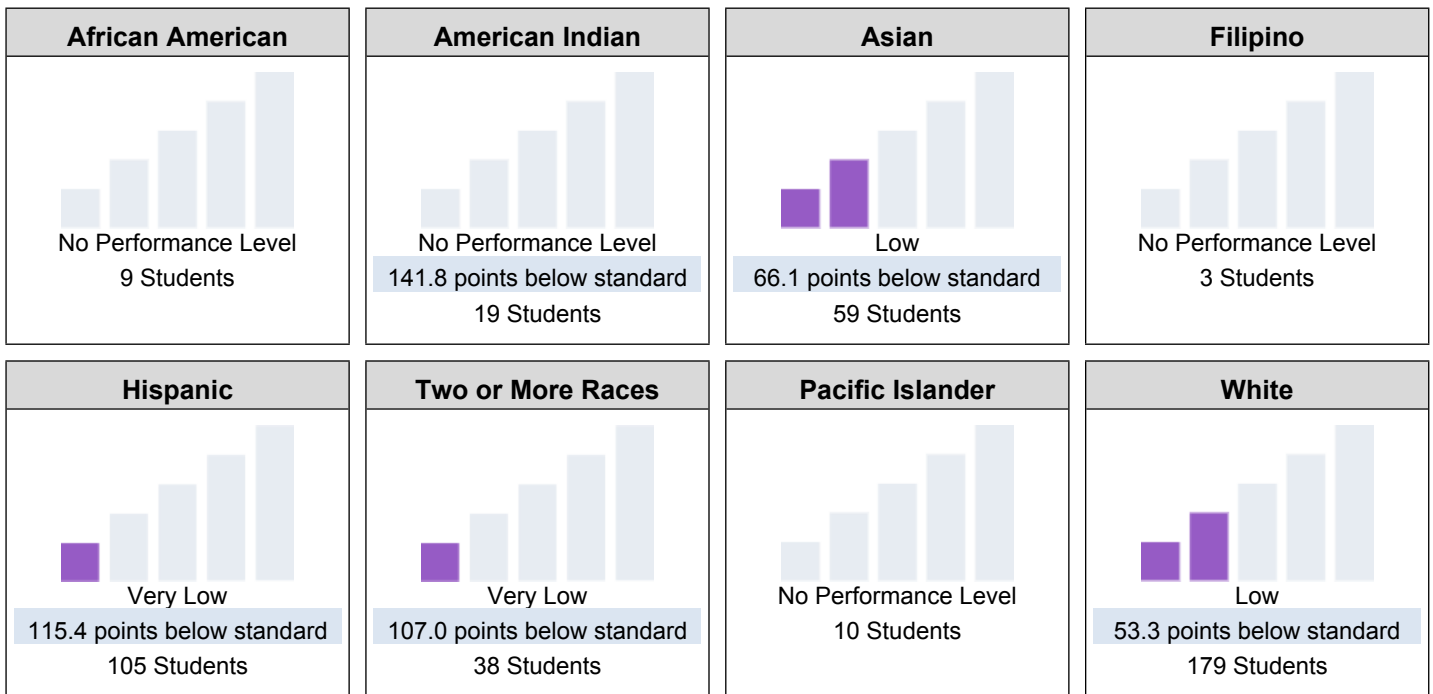
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.1 points below standard 79 Students	19.3 points below standard 29 Students	72.8 points below standard 298 Students

Conclusions based on this data:

1. Math performance was low and relatively flat. Teachers have implemented a new curriculum this year, Big Ideas Math. They had an opportunity at the beginning of the school year to be trained.
2. ECS has implemented the use of IXL in order to serve students in targeted areas needed to support growth in the area of mathematics.
3. Zane will provide a Math Intervention class for 7th and 8th grade students in addition to their grade level Math class.

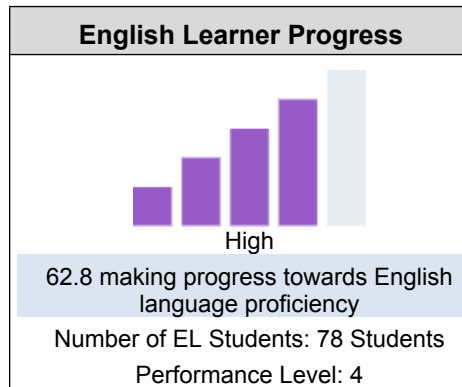
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
7	22	8	41

Conclusions based on this data:

- English Learners Level 1 and 2 are provided with an extra support class to target their English Development needs.
- ELD students scoring level 3 or 4 on the ELPAC are supported in a co taught ELA class.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

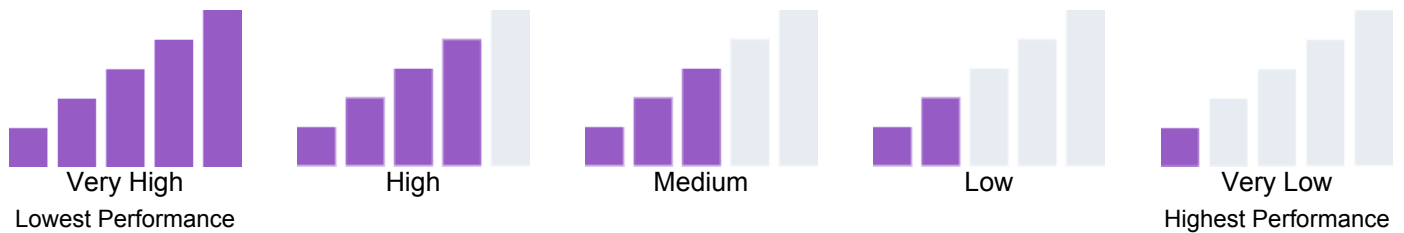
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School and Student Performance Data

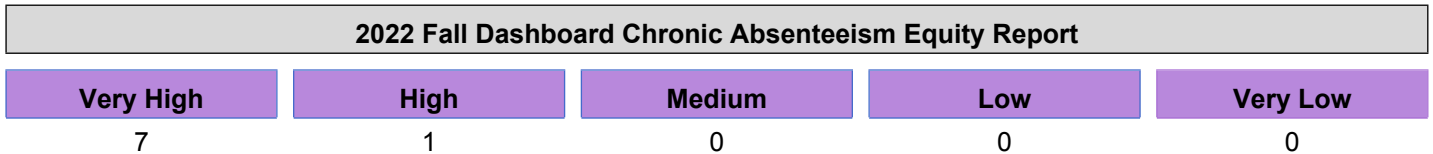
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

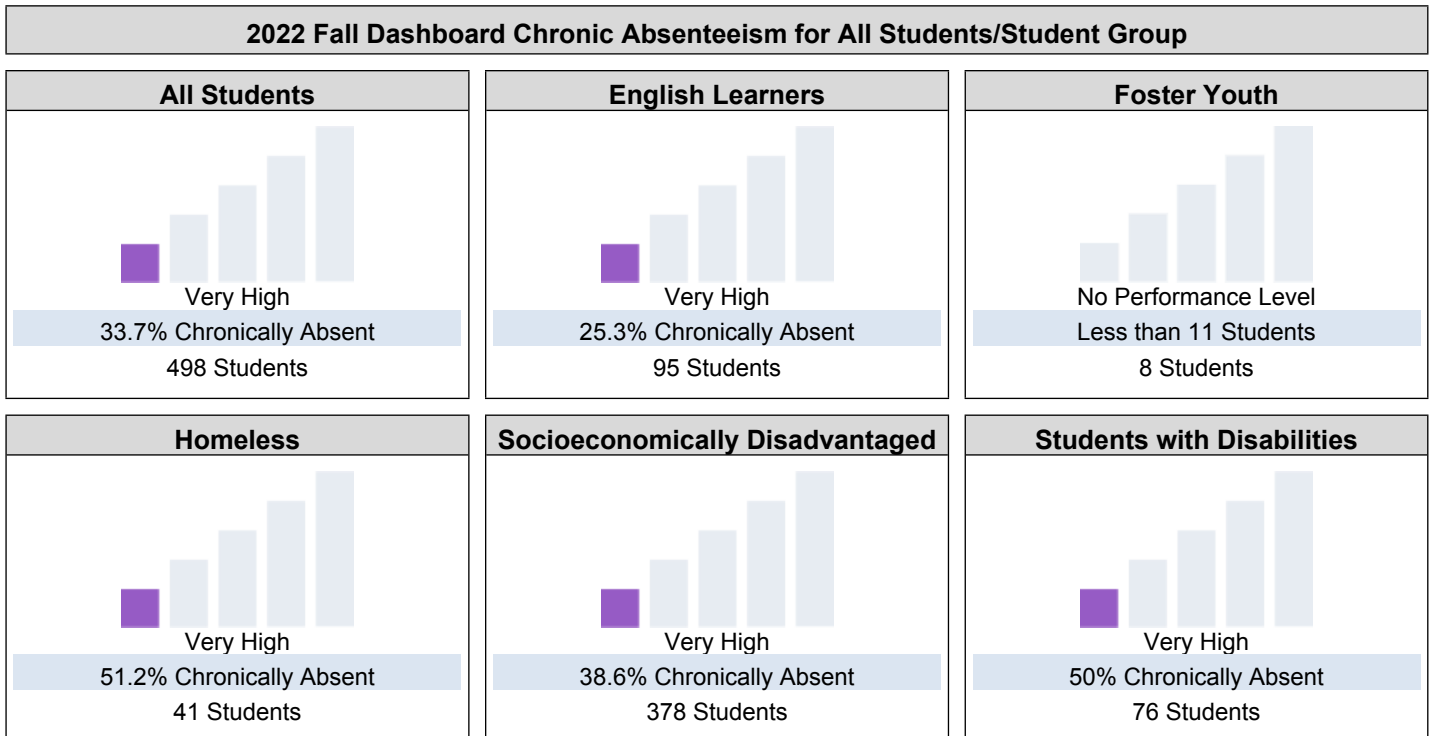
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



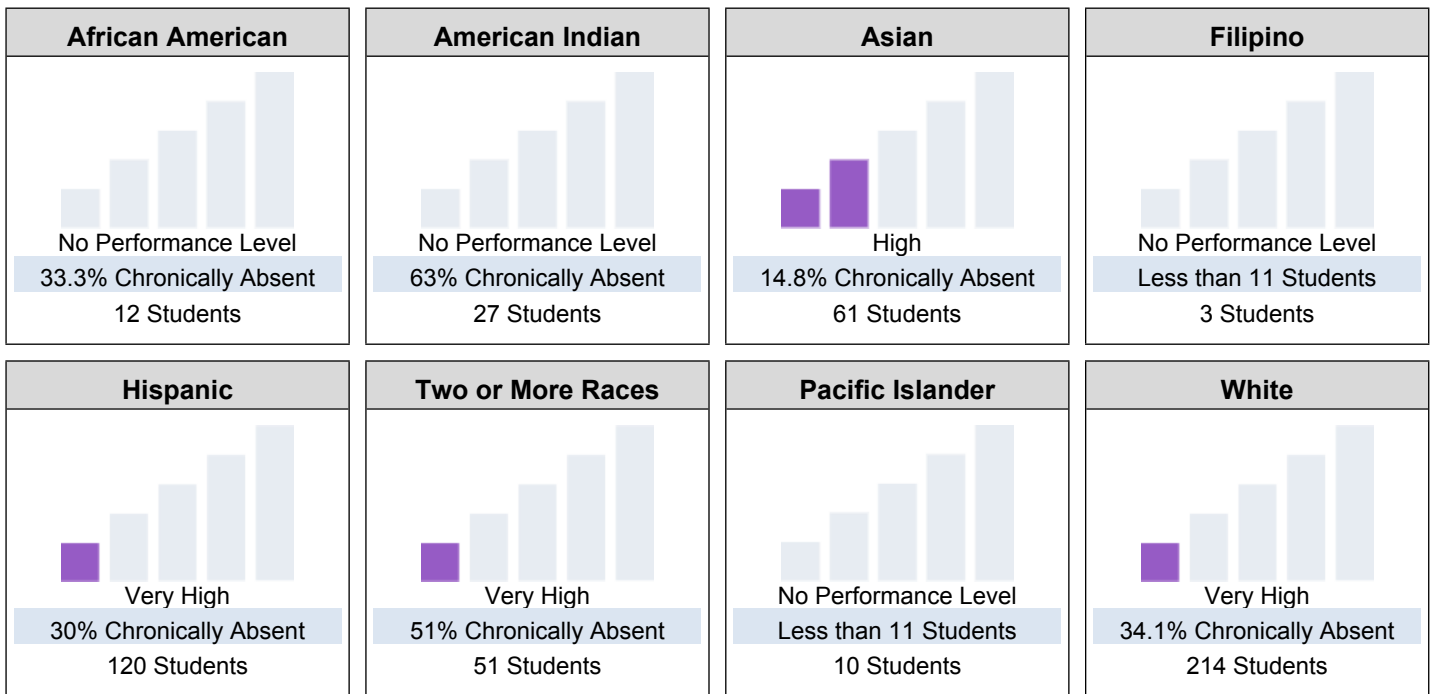
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

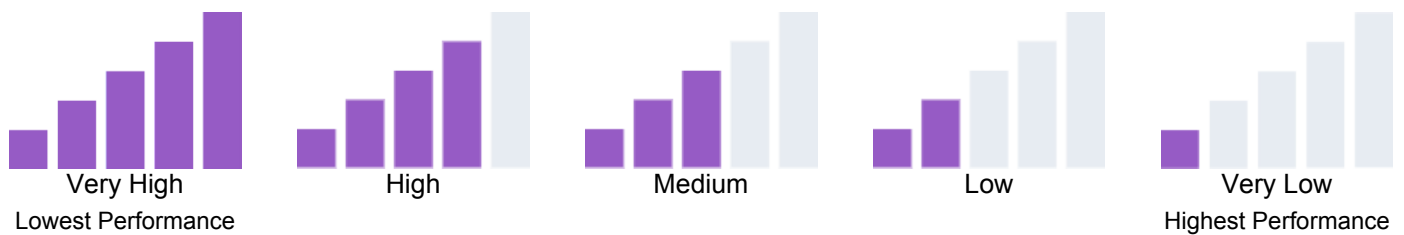
1. Chronic absenteeism is high especially among Homeless students and Students with Disabilities. Zane will provide SART meetings with families and students to increase their engagement. Zane has a CARE team that meets weekly to case students with specific needs to determine the best intervention possible.
2. Racial subgroups are overrepresented in chronic absenteeism. Zane needs to reach out to students and families through SSTs and SART meetings to increase attendance.
3. Work in collaboration with the SARB board to re-engage families in the education of their students.

School and Student Performance Data

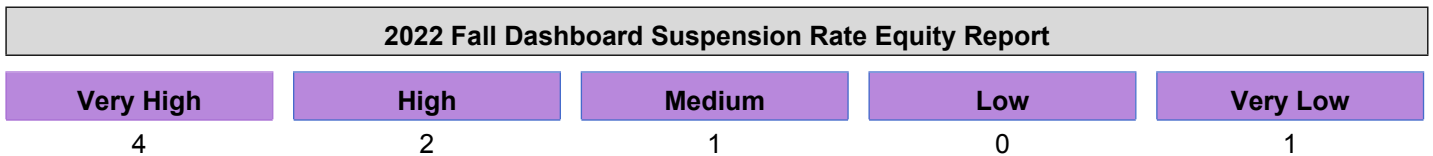
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

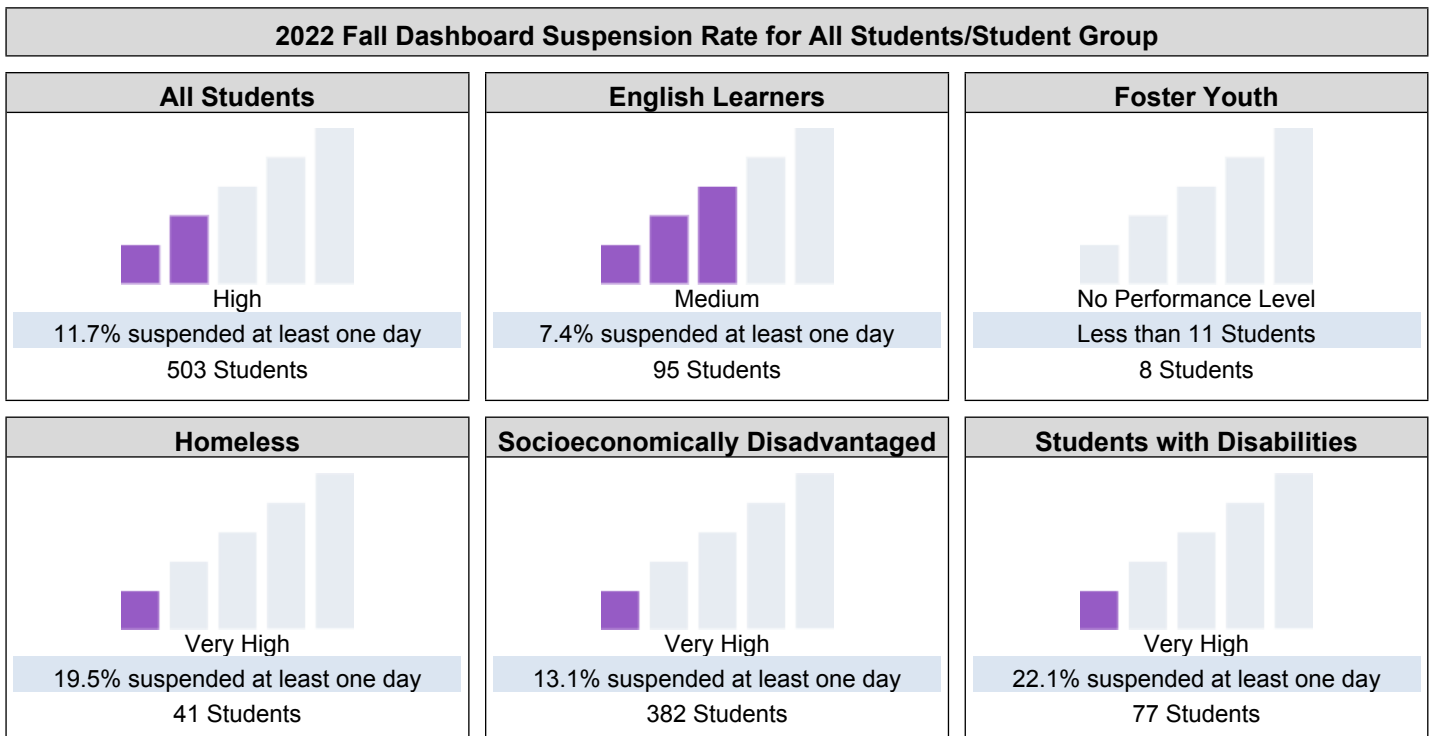
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



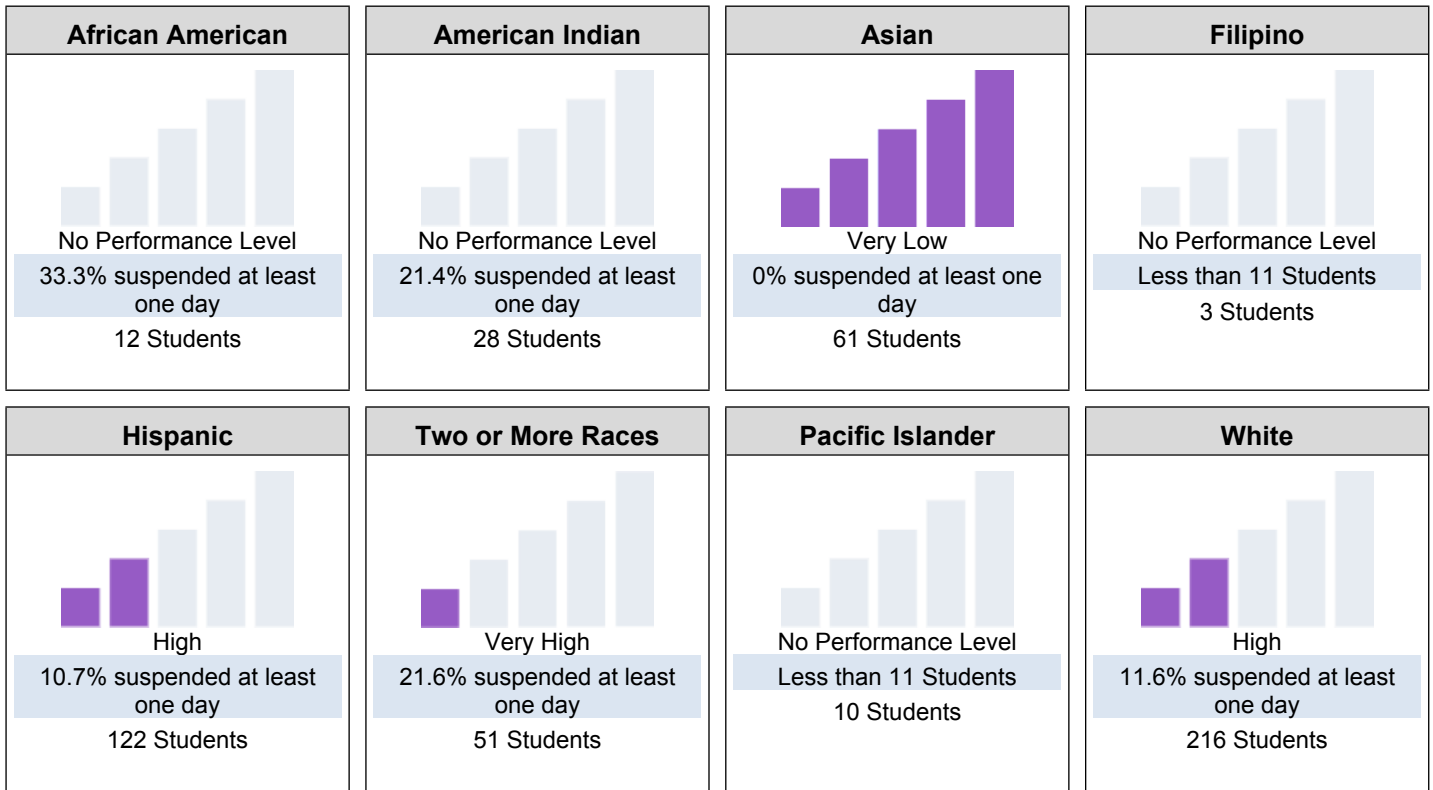
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates increased significantly among Students with Disabilities and most racial minorities.
2. Zane will continue to focus on alternatives to suspension and use restorative practices to promote belongingness at school.
3. Zane will hire a restorative practices specialist to support alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

1. Math- 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL.
2. ELA- 90+% or more of the Students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards. [Source Document: PowerSchool, MMARS, CA Dashboard, IXL.

Identified Need

On the most recent CAASPP state test, 37% of Zane Students Met or Exceeded State Standards in English Language Arts (ELA) and 28.6% of Zane Students Met or Exceeded State Standards in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Summative Assessments in English Language Arts and Mathematics (Total of % Standard Exceeded + % Standard Met for all students).	On the 2019 Smarter Balanced Summative Assessments in ELA, 8.75% of the students exceeded standard and 28.21% met standard = 36.96% in ELA. On the Smarter Balanced Summative Assessments in Math, 11.99% of the students exceeded standard and 16.64% met standard = 28.63% in Math.	5% increase to 42% Meets or Exceeds in ELA and 33.63% in Mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

During the 2022-2023 school year, Zane will implement school-wide multi-tiered systems of support to address the needs of students in the areas of math and language arts. Support student's ability to access the common core state standards in Math and Language Arts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

31,986

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support English Language Learners in accessing the common core state standards in Math and Language Arts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

12,036

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

21,102

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Study Teams to identify students needing academic intervention and to assist teachers in identifying and providing modifications and instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2000

Title I

750

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide student binders and binder supplies to support school-wide AVID strategies.
- 2.. Provide teachers with release time to collaborate around AVID strategies, professional development, and analyze student data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

15,000

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Zane works in collaboration with Artists in Residence to provide STEAM activities enriching student engagement, curriculum, and language opportunities for ELD students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

15,000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support MTSS strategies, Zane offers afterschool tutoring 3 days a week to support students in their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials, technology, and supports to students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide all teachers with professional development opportunities in order to strengthen their skills and engagement strategies in order to increase student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

5000

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide health and welfare benefits for those serving all students with academic supports

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

31,670

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

2021-22 CAASPP results showed incremental growth for students. There is much work to be done to close the opportunity/academic gap for students. Systems and programs are implemented to serve students needed support to make growth towards the standards. Zane has implemented new science and math curriculum this year to address the needs of students in these areas, as well as IXL to support in the areas of math and English Language arts. Students are identified by teacher input, benchmark assessments, grades, and CAASPP results to receive intervention. Afterschool tutoring is available to all students 3 days a week to support students in accessing the standards being addressed in their classes. On-going analysis of data is being implemented in order to respond to our students needs through the CARE team and increasing opportunities for teachers to collaborate around data.

Briefly 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.

This goal will be updated according to the feedback provided by the School Site Council following an analysis of current needs of the school site. Some areas of this goal will remain intact as the need for direct student services continues to be a priority for Zane Middle School.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Increase student attendance and decrease referrals by 5% as measured by attendance rates, grades and SWIS data in order to improve student grades.

Identified Need

Assessment data indicates a need for additional support in these areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student suspension data, Chronic Absenteeism data.	According to the Fall 2019 CA Dashboard, 9.2% of students were suspended at least once. 17.5% of students were deemed chronically absent.	Suspensions to 7.8%. Chronically Absent to 15.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials and supplies to support reinforcing safe, respectful, and responsible behaviors on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Under the general supervision of School Administrators, the Restorative Justice Support Specialist provides behavior intervention support to the entire school community through consistent application of restorative practices, cognitive behavioral interventions, trauma informed instructional strategies and individualized (Tier III) behavioral supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

40,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase campus supervision

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,940

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Study Teams to identify students needing behavioral supports and to assist teachers in identifying and providing appropriate modifications and strategies which engage students in learning and improve attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2,000	Title I
750	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Outreach communications and activities to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate and/or access school events and decision making forums.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4,000	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Saturday School opportunities for students as an alternate to suspension; thus keeping students in school for reflection and additional academic support to increase engagement and decrease behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Health and Welfare benefits to those supporting all students in the area of behavior and academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
29,235	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

During the 2021-22 school year, Zane continued with the implementation of PBIS. There was a functioning PBIS leadership team to analyze school data and identify needs and problem areas on campus. As a means of increasing student engagement and decreasing our chronic absenteeism rate, a number of systems and supports were implemented or continued from the previous year. PBIS and Restorative Practices have been utilized for a number of years in Eureka City Schools. Through these initiatives, positive behaviors are recognized and efforts are made to offer opportunities for student growth and reflection. The SSC position was filled and alternatives to suspension were implemented including lunch time rule school to provide students opportunities to reflect on their behaviors and make plans to restore harm they may have caused the school community.

Briefly 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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to implement PBIS School-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement PBIS in each classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,469.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$235,469.00

Subtotal of additional federal funds included for this school: \$235,469.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$235,469.00

School Site Council Membership

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

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

Name of Members	Role
Tammi Wagner	Principal
Kari Gonsalves	Other School Staff
Debbie Weist	Other School Staff
Paige Boone	Classroom Teacher
Debbie Carpenter	Classroom Teacher
Hillary Sicaud	Classroom Teacher
Megan Goutcher	Parent or Community Member
Sarah Battle	Parent or Community Member
Kristi Landry	Parent or Community Member
Caitlin Taylor	Secondary Student
Jaleah Williams	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Zane PBIS Leadership Team

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 12/8/22.

Attested:

Principal, Tammi Wagner on 12/8/22

SSC Chairperson, Deborah Weist on 12/8/22

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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