

# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Lincoln Mosher	39685850111286		June 18, 2024

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

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

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

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

This plan is being used by George Lincoln Mosher for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

**Identification of Stakeholders:** The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- School faculty and staff

**Communication Plan:** A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails 4/11/24, 4/18/24, Backboard Connect 4/11/24)
- Meeting schedules and agendas 4/23/24
- Opportunities for feedback and input

**Consultation Meetings:** Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums 4/18/24
- Faculty and staff meetings 4/17/24
- Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation 4/18/24, 4/23/24
- Goal setting and action planning
- Reviewing progress towards goals from previous years 4/18/24

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis 4/18/24
- Stakeholder consultation 4/17/24, 4/18/24, 4/23/24
- Revision of goals and action plans 4/17/24, 4/18/24, 4/23/24

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

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

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

Based upon the California School Dashboard state indicators, George Lincoln Mosher School has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, African American and Students with two or more races entered ATSI. The Two or More Races student group entered ATSI due to Chronic Absenteeism as reported on the 2023 CA Dashboard release. African American Students entered ATSI due to meeting the criteria based on Suspension Rates and Chronic Absenteeism as reported on the CA Dashboard 2023 release. To move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through Staff Development and a school-wide focus to improve student engagement. Mosher School's professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following areas for which overall performance was in the "Red" or "Orange" performance category.

- All Students- Suspension Rate, ELA & Math (Orange) & Chronic Absenteeism (Red)

Based on the needs assessment, we have identified the following areas in Chronic Absenteeism (Red) and Suspension Rates (Red) that need significant improvement based on a review of the California School Dashboard and local data. Chronic Absenteeism is 31.9% for All Students and 57.8% for African American students and 41.9% for students with

two or more races. Referring to the Dashboard we have identified (a) Chronic Absenteeism (red) and Suspension Rates (red).

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

None Apply

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Additional Targeted Support & Improvement (ATSI)

The educational outcomes of our African American students and students with two or more races will mirror that of the general population (All Students group on the dashboard).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

CDE CA Dashboard Data for the 2022-23 school year indicates that Mosher School is either in the red or orange in each of the following indicators for the following student groups:

Chronic Absenteeism: All students Red (31.9%), African American students Red (57.8%), Students with two or more races Red (41.9%).

Suspension Rates All students - Orange (2.5%), African American students - Red (14.3%) We will implement PBIS strategies to help reduce the suspension rates in African American students. We will make concerted efforts to call parents with positive news to increase parent engagement and support. We will provide staff development on building positive adult / student relationships to help students be more engaged in school and reduce chronic absenteeism.

English Language Arts: All students, English Learners, Socio-economically Disadvantaged, Students with Disabilities, and Filipino (Orange) & Hispanic (Red)

Mathematics: All students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic (Orange)

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	<p>31.9% of Mosher students were chronically absent as reported on the 2023 CA Dashboard - Red</p> <p>57.8% of African American students were chronically absent as reported on the 2023 CA Dashboard -Red</p> <p>41.9% of students with two or more races were chronically absent - Red</p>	<p>Mosher School will reduce the chronic absenteeism rate by 15% improving performance from (Red) to (Orange) for the following student groups:</p> <ol style="list-style-type: none"> <li>1. All Students</li> <li>2. African American students</li> <li>3. Students with two or more races</li> </ol>
Suspension Rate	<p>2.5% of All students were suspended at least one day as demonstrated by the 2023 CA Dashboard.</p> <p>14.3% of African American students were suspended at least one day as demonstrated on the 2023 CA Dashboard.</p>	<p>Mosher School will reduce the suspension rate for African American students to 7% as measured by the 2024 CA Dashboard, moving from the "Red" to the "Orange" performance level.</p> <p>Mosher School will reduce the suspension rate for "All" students moving from the "Red" to "Orange" performance level as measured by the 2024CA Dashboard.</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide staff development to teachers and staff in strategies to develop relationships with identified students to help them become engaged and connected to school.	All Students & Targeting African American and students with Two or More Races.	2000 LCFF 1120 Teacher Temp Teacher Timecards
1.2	Use PBIS strategies to reduce the suspension rate for all students and African American students.	African American Students	0 LCFF

## Annual Review

SPSA Year Reviewed: 2023-24

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

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Chronic Absenteeism

High for Black / African American students and students with two or more races.

31.9% of African American students were chronically absent during the 2022-2023 school year. (Red)

## Analysis

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

Teacher staff development was provided to identify strategies to develop relationships with identified students to develop relationships with identified students. We currently have a significant reduction in suspensions in the 23/24 school year,. Adding a full time vice principal has shown an improvement in student behavior.

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

No major differences were identified between the intended implementation and 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 continued in the 24/25 school year as stated in the Strategy / Activity #1.



# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

### Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF	\$2,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$2,000.00

Total of federal, state, and/or local funds for this school: \$2,000.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
LCFF	2,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	2,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	0.00
1120 Teacher Temp	LCFF	2,000.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00

# 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: parent Forums, Faculty Meetings

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 4/18/2024.

Attested:



Principal, Allison Gerrity on 5/17/2024