



**Lowell Joint School District**

**Single Plan For  
Student Achievement  
(SPSA)  
2024 – 2025**

***All Schools***



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	30647666020127	April 18, 2024	May 6, 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 El Portal Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
 El Portal operates a schoolwide program (SWP)

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities .....	3
Comprehensive Needs Assessment Components .....	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results .....	13
California School Dashboard .....	17
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	38
Goal 4.....	42
Budget Summary .....	44
Budget Summary .....	44
Other Federal, State, and Local Funds .....	44
Budgeted Funds and Expenditures in this Plan .....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source .....	45
Expenditures by Budget Reference .....	45
Expenditures by Budget Reference and Funding Source .....	45
Expenditures by Goal.....	46
School Site Council Membership .....	47
Recommendations and Assurances .....	48
Instructions.....	49
Appendix A: Plan Requirements .....	56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....	59
Appendix C: Select State and Federal Programs .....	62

## Plan Description

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

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

### Schoolwide Program

El Portal operates a schoolwide program (SWP)

El Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. Goal 2 - Early Literacy. Goal 3 - Modernization and Maintenance of Facilities. Goal 4- In order to meet the unique academic, behavioral, and social-emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined. Goal 5- Enrichment and 21st Century Skill Development. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

## Educational Partner Involvement

How, when, and with whom did El Portal Elementary 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

Collaborating on the 2024-2025 SPSA, El Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2023-2024 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC), PTA meetings, meetings with the Leadership Team, and staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in Low or Very Low (orange or red) will be specifically addressed and monitored.

We discussed and reviewed the input from the 2024 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of El Portal.

With the help of the El Portal educational partners, the 2024-2025 SPSA goals and action steps were created.

## 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.

Not applicable, no inequities were identified

## Comprehensive Needs Assessment Components

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



## California School Dashboard (Dashboard) Indicators

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

Chronic absenteeism

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.

Suspension rate: English learners, Students with disabilities, white, 2 or more races, ELA- English learners, Math- English learners

## Other Needs

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

Through family and staff surveys, it has been identified that self-regulation and socio-emotional learning is an area of need for our students. With increasing cases of students facing challenges as far as regulating emotions, it has affected the school setting and as a school, we would like to focus efforts and resources towards building capacity for problems solving in students.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.21%	0.2%	2	1	1
African American	1.0%	1.04%	0.82%	5	5	4
Asian	4.3%	4.98%	6.15%	22	24	30
Filipino	1.8%	1.24%	1.02%	9	6	5
Hispanic/Latino	64.7%	64.94%	66.6%	332	313	325
Pacific Islander	%	%	0%			0
White	21.8%	21.16%	19.06%	112	102	93
Multiple/No Response	2.5%	3.32%	3.28%	13	16	16
<b>Total Enrollment</b>				513	482	488

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	67	76
Grade 1	62	57	62
Grade 2	71	56	61
Grade3	89	71	55
Grade 4	77	86	74
Grade 5	85	70	95
Grade 6	66	75	65
<b>Total Enrollment</b>	513	482	488

#### Conclusions based on this data:

1. As a school community, El Portal needs to be aware of the cultural needs of various student groups that are struggling to achieve. El Portal will need to address these learning gaps in our school population.
2. We continue to maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students. Our school demographics mirror the city demographics.



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		58	67		12.0%	13.7%
Fluent English Proficient (FEP)		71	60		14.7%	12.3%

### Conclusions based on this data:

1. Due to the supports in place for English Language Learners and our students being back on campus full time for 3 years now, we predict that our reclassification rate will go up in the 23-24 school year.
2. There has been an increase in English Language Learners this year, which increases the need for teachers to provide high quality designated and integrated English Language Development.
3. Our reclassification rate has increased due to the structures in place to track, instruct, and set goals with our English Language Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	71	54	84	71	53	84	71	53	100.0	100.0	98.1
Grade 4	68	87	73	66	87	71	66	87	71	97.1	100.0	97.3
Grade 5	78	66	92	76	65	92	76	65	92	97.4	98.5	100.0
Grade 6	65	76	66	65	74	64	65	74	64	100.0	97.4	97.0
All Grades	295	300	285	291	297	280	291	297	280	98.6	99.0	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2435.	2466.	29.76	26.76	37.74	22.62	25.35	33.96	28.57	26.76	20.75	19.05	21.13	7.55
Grade 4	2468.	2491.	2473.	27.27	34.48	29.58	16.67	31.03	21.13	27.27	19.54	23.94	28.79	14.94	25.35
Grade 5	2518.	2504.	2531.	28.95	26.15	31.52	28.95	24.62	34.78	18.42	23.08	16.30	23.68	26.15	17.39
Grade 6	2549.	2556.	2539.	24.62	35.14	28.13	33.85	28.38	31.25	18.46	20.27	21.88	23.08	16.22	18.75
All Grades	N/A	N/A	N/A	27.84	30.98	31.43	25.43	27.61	30.36	23.37	22.22	20.36	23.37	19.19	17.86

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	30.95	25.35	26.42	53.57	61.97	71.70	15.48	12.68	1.89
Grade 4	19.70	18.39	26.76	68.18	71.26	60.56	12.12	10.34	12.68
Grade 5	31.58	18.46	23.91	56.58	66.15	61.96	11.84	15.38	14.13
Grade 6	24.62	29.73	25.00	60.00	58.11	59.38	15.38	12.16	15.63
All Grades	27.15	22.90	25.36	59.11	64.65	62.86	13.75	12.46	11.79

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.48	16.90	20.75	58.33	57.75	67.92	26.19	25.35	11.32
Grade 4	10.61	22.99	12.68	62.12	63.22	56.34	27.27	13.79	30.99
Grade 5	21.05	21.54	26.09	55.26	50.77	57.61	23.68	27.69	16.30
Grade 6	27.69	18.92	25.00	49.23	59.46	48.44	23.08	21.62	26.56
All Grades	18.56	20.20	21.43	56.36	58.25	57.14	25.09	21.55	21.43

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.71	11.27	20.75	80.95	76.06	67.92	8.33	12.68	11.32
Grade 4	16.67	9.20	14.08	72.73	85.06	78.87	10.61	5.75	7.04
Grade 5	18.42	16.92	15.22	67.11	64.62	73.91	14.47	18.46	10.87
Grade 6	15.38	22.97	17.19	72.31	64.86	73.44	12.31	12.16	9.38
All Grades	15.12	14.81	16.43	73.54	73.40	73.93	11.34	11.78	9.64

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	23.81	19.72	30.19	59.52	67.61	69.81	16.67	12.68	0.00
<b>Grade 4</b>	15.15	25.29	12.68	68.18	65.52	70.42	16.67	9.20	16.90
<b>Grade 5</b>	22.37	20.00	28.26	61.84	53.85	64.13	15.79	26.15	7.61
<b>Grade 6</b>	24.62	17.57	20.31	63.08	72.97	67.19	12.31	9.46	12.50
<b>All Grades</b>	21.65	20.88	22.86	62.89	65.32	67.50	15.46	13.80	9.64

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**Conclusions based on this data:**

1. The total percentage of students in grades 3-6 who scored at or above standards in ELA has increased. We believe this is due to our efforts to close the achievement gap since being back in school full time.
2. Even with increased achievement, significant in-class interventions must be put in place to help support student learning and growth of those who have declined.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	71	54	84	71	54	84	71	54	100.0	100.0	100.0
Grade 4	68	87	73	66	87	73	66	87	73	97.1	100.0	100.0
Grade 5	78	66	92	77	65	92	76	65	92	98.7	98.5	100.0
Grade 6	65	76	66	65	74	65	65	74	65	100.0	97.4	98.5
All Grades	295	300	285	292	297	284	291	297	284	99.0	99.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2435.	2463.	2468.	15.48	29.58	35.19	34.52	35.21	33.33	26.19	22.54	24.07	23.81	12.68	7.41
Grade 4	2465.	2489.	2498.	18.18	20.69	26.03	24.24	31.03	31.51	31.82	33.33	28.77	25.76	14.94	13.70
Grade 5	2488.	2509.	2511.	17.11	16.92	26.09	14.47	29.23	19.57	32.89	24.62	27.17	35.53	29.23	27.17
Grade 6	2526.	2539.	2554.	21.54	31.08	26.15	20.00	16.22	29.23	33.85	25.68	21.54	24.62	27.03	23.08
All Grades	N/A	N/A	N/A	17.87	24.58	27.82	23.71	27.95	27.46	30.93	26.94	25.70	27.49	20.54	19.01

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	27.38	40.85	46.30	52.38	46.48	46.30	20.24	12.68	7.41
Grade 4	18.18	25.29	39.73	50.00	50.57	47.95	31.82	24.14	12.33
Grade 5	17.11	23.08	22.83	52.63	53.85	52.17	30.26	23.08	25.00
Grade 6	18.46	28.38	35.38	60.00	43.24	40.00	21.54	28.38	24.62
All Grades	20.62	29.29	34.51	53.61	48.48	47.18	25.77	22.22	18.31

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.05	32.39	31.48	59.52	53.52	51.85	21.43	14.08	16.67
Grade 4	25.76	26.44	21.92	43.94	54.02	56.16	30.30	19.54	21.92
Grade 5	17.11	15.38	21.74	51.32	61.54	54.35	31.58	23.08	23.91
Grade 6	12.31	16.22	16.92	60.00	54.05	63.08	27.69	29.73	20.00
All Grades	18.56	22.90	22.54	53.95	55.56	56.34	27.49	21.55	21.13

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.43	36.62	33.33	66.67	52.11	61.11	11.90	11.27	5.56
Grade 4	18.18	25.29	26.03	57.58	57.47	56.16	24.24	17.24	17.81
Grade 5	10.53	10.77	17.39	60.53	70.77	63.04	28.95	18.46	19.57
Grade 6	15.38	28.38	29.23	66.15	59.46	46.15	18.46	12.16	24.62
All Grades	16.49	25.59	25.35	62.89	59.60	57.04	20.62	14.81	17.61

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The percentage of students above standards has increased in most grade levels and categories. We believe this is due to increased in class instruction and the data tracking of iReady lessons.
2. The percentage of students not meeting standard has steadily decreased over 3 years. We believe this is in large part to the interventions put in place for our struggling learners.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1450.3	1410.4	1431.8	1448.3	1426.1	1441.1	1454.6	1373.8	1409.9	18	16	16
1	*	1461.3	*	*	1465.9	*	*	1456.1	*	9	12	10
2	*	*	1458.8	*	*	1447.8	*	*	1469.5	7	7	12
3	1503.6	*	*	1502.4	*	*	1504.3	*	*	12	7	8
4	*	*	*	*	*	*	*	*	*	5	8	10
5	*	*	*	*	*	*	*	*	*	*	5	10
6	*	*	*	*	*	*	*	*	*	7	*	5
All Grades										60	56	71

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	6.25	25.00	44.44	12.50	31.25	27.78	68.75	12.50	5.56	12.50	31.25	18	16	16
1	*	8.33	*	*	41.67	*	*	50.00	*	*	0.00	*	*	12	*
2	*	*	0.00	*	*	41.67	*	*	41.67	*	*	16.67	*	*	12
3	25.00	*	*	25.00	*	*	33.33	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	8.93	19.72	45.00	37.50	43.66	30.00	44.64	18.31	8.33	8.93	18.31	60	56	71

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	12.50	31.25	72.22	18.75	31.25	16.67	62.50	6.25	0.00	6.25	31.25	18	16	16
1	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
3	41.67	*	*	25.00	*	*	16.67	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.67	21.43	38.03	45.00	41.07	26.76	18.33	32.14	14.08	5.00	5.36	21.13	60	56	71

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	0.00	12.50	16.67	6.25	18.75	11.11	75.00	56.25	11.11	18.75	12.50	18	16	16
1	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
3	16.67	*	*	25.00	*	*	58.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.67	3.57	11.27	26.67	25.00	30.99	45.00	51.79	43.66	11.67	19.64	14.08	60	56	71

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	12.50	37.50	66.67	81.25	31.25	0.00	6.25	31.25	18	16	16
1	*	16.67	*	*	83.33	*	*	0.00	*	*	12	*
2	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
3	41.67	*	*	58.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	26.79	38.03	65.00	69.64	43.66	1.67	3.57	18.31	60	56	71

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	6.25	31.25	66.67	75.00	37.50	16.67	18.75	31.25	18	16	16
1	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
2	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
3	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	19.64	39.44	50.00	66.07	40.85	15.00	14.29	19.72	60	56	71

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	0.00	18.75	72.22	87.50	68.75	5.56	12.50	12.50	18	16	16
1	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
3	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.00	12.50	16.90	60.00	66.07	63.38	25.00	21.43	19.72	60	56	71

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	6.25	31.25	33.33	68.75	43.75	16.67	25.00	25.00	18	16	16
1	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
2	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
3	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.33	10.71	21.13	66.67	75.00	63.38	10.00	14.29	15.49	60	56	71

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. The percentage of students with a 3 or a 4 in overall language has increased. This may be due to the primary grades and their extensive work and implementation on the Science of Reading over the last 3 years.
2. Student scores have increased in each domain. English learners have received significant interventions in phonics and phonemic awareness in the primary grades and targeted reading and language instruction in the upper grades.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
488	60.5	13.7	0.8
Total Number of Students enrolled in El Portal Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	13.7
Foster Youth	4	0.8
Homeless	3	0.6
Socioeconomically Disadvantaged	295	60.5
Students with Disabilities	60	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	1	0.2
Asian	30	6.1
Filipino	5	1
Hispanic	325	66.6
Two or More Races	16	3.3
White	93	19.1

**Conclusions based on this data:**

1. Our largest subgroup is SED students. We need to continue to provide a culture of universal achievement through our No Excuses University practices and culture and opportunities through QUEST to help support student engagement and attendance.
2. EL students make up 13.7% of the population. Teachers should continue to provide the 30 minutes of designated ELD instruction to help support the reclassification rate. We need to increase opportunities for teachers to have access to quality PD in ELD so that they can provide quality instruction.

# School and Student Performance Data

## Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students		
<b>Academic Performance</b>	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Blue		

### Conclusions based on this data:

1. English learner progress moved to blue due to significant language progress. These students performed well on the ELPAC. However, this subgroup did not show growth in ELA or Math on the CAASPP, which means they need continued interventions.
2. Overall academic areas in ELA and Math continue to show high level of growth and performance in green.



3. Chronically absent rates have increased from orange to red with a growing number of students missing more than 10% of school.

# School and Student Performance Data

## Academic Performance English Language Arts

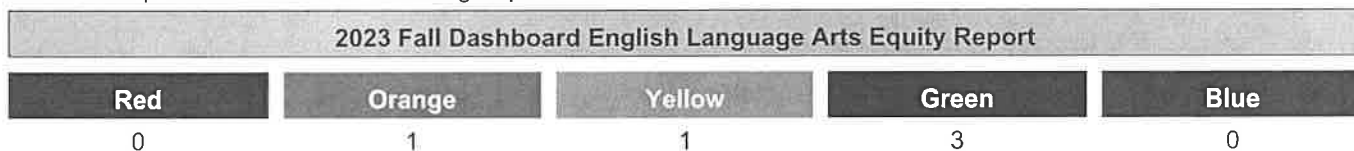
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>19.3 points above standard</p> <p>Increased +5.9 points</p> <p>278 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>29.4 points below standard</p> <p>Decreased -4 points</p> <p>43 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.1 points below standard</p> <p>Increased +4.1 points</p> <p>160 Students</p>	<p><b>Students with Disabilities</b></p> <p> Yellow</p> <p>27.6 points below standard</p> <p>Increased Significantly +36.3 points</p> <p>34 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	65.8 points above standard Increased +5.6 points  13 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.5 points above standard Increased +8.1 points  189 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Green 38.9 points above standard Maintained -2.7 points  52 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
78.2 points below standard Decreased -5.1 points  20 Students	13 points above standard Increased Significantly +23.1 points  23 Students	28.4 points above standard Increased +6.5 points  199 Students

**Conclusions based on this data:**

1. EL students have decreased in ELA scores which shows a need for increased language intervention. However, our RFEP students increased significantly and are now 13 points above the standard.
2. SED students have shown an increase in ELA scores and are now in the green on the dashboard.
3. Students with Disabilities falls within the yellow, but have significantly increased by 36 points.

# School and Student Performance Data

## Academic Performance Mathematics

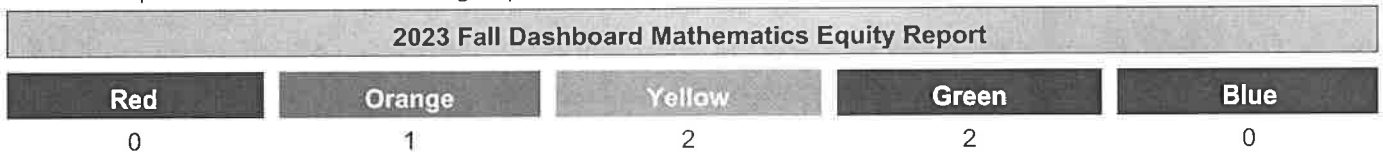
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 7.1 points above standard Increased +6.3 points 278 Students	<b>English Learners</b>  Orange 41.9 points below standard Decreased -6.5 points 43 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 15.7 points below standard Maintained +2.3 points 160 Students	<b>Students with Disabilities</b>  Yellow 35.3 points below standard Increased Significantly +32.4 points 34 Students

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
-Less than 11 Students  2 Students	 No Performance Color 0 Students	52.6 points above standard Increased Significantly +23.9 points 13 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7 points below standard Increased +5.8 points 189 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Green 25.5 points above standard Decreased -6.5 points 52 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
66.1 points below standard Decreased -13.4 points 20 Students	20.9 points below standard Increased +9 points 23 Students	19.5 points above standard Increased +7.3 points 199 Students

**Conclusions based on this data:**

1. Students with disabilities showed a significant increase in math scores with an increase of 32.4 points.
2. All students are in the green with 7.1 points above standard and increased from last year. This may be due to leveling groups for math.
3. ELs, SED, and SWD are still below the standard. This calls for a need of basic math skills to increase. An addition of a math fact program will be added this year.

# School and Student Performance Data

## Academic Performance English Learner Progress

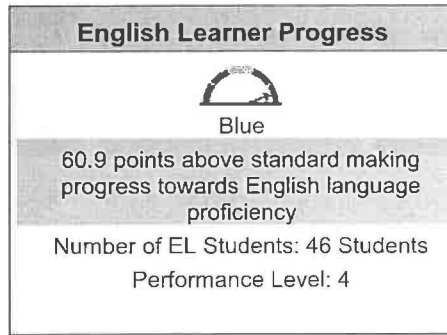
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 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.

### 2023 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
6	12	0	28

#### Conclusions based on this data:

1. EL students showed excellent growth in language acquisition with 60% of ELs progressing at least one ELPI level.
2. EL students showed an increase in chronic absenteeism by 10%.
3. EL students decreased scores in both ELA and math by 6 points. Although this subgroup is showing growth in language acquisition, they are not showing the performance in ELA and math assessments.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>17.7% Chronically Absent</p> <p>Increased Significantly 5.2</p> <p>508 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>14.7% Chronically Absent</p> <p>Increased 10</p> <p>75 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>22.1% Chronically Absent</p> <p>Increased Significantly 5.8</p> <p>307 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>25% Chronically Absent</p> <p>Increased 5</p> <p>84 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center">Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"><b>American Indian</b></p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"><b>Asian</b></p> <p align="center">3% Chronically Absent</p> <p align="center">Declined -9</p> <p align="center">33 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center">Less than 11 Students</p> <p align="center">5 Students</p>
<p align="center"><b>Hispanic</b></p> <p align="center"> Red</p> <p align="center">20.9% Chronically Absent</p> <p align="center">Increased Significantly 5.7</p> <p align="center">335 Students</p>	<p align="center"><b>Two or More Races</b></p> <p align="center"> Red</p> <p align="center">21.9% Chronically Absent</p> <p align="center">Increased 9.8</p> <p align="center">32 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center"><b>White</b></p> <p align="center"> Orange</p> <p align="center">12.4% Chronically Absent</p> <p align="center">Increased 6.7</p> <p align="center">97 Students</p>

**Conclusions based on this data:**

1. Our students with disabilities and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. Increased communication will be shared with families as to the importance of attendance.
3. All subgroups increased in the area of chronic absenteeism. This is a school-wide challenge.



# School and Student Performance Data

## Conditions & Climate

### Suspension Rate

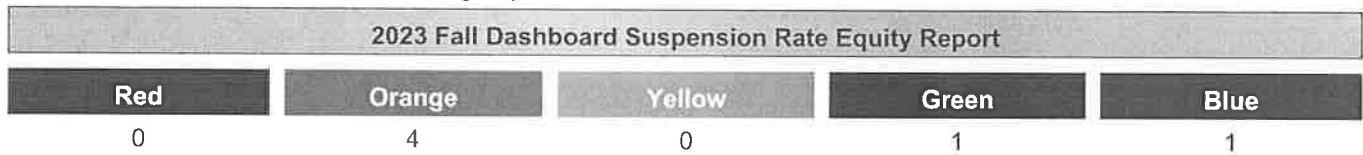
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>   Green  <div style="background-color: #cccccc; padding: 5px;">1.5% suspended at least one day</div>  Declined Significantly -1 519 Students	<b>English Learners</b>   Orange  <div style="background-color: #cccccc; padding: 5px;">1.3% suspended at least one day</div>  Increased 1.3 78 Students	<b>Foster Youth</b>  Less than 11 Students 6 Students
<b>Homeless</b>  Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>   Green  <div style="background-color: #cccccc; padding: 5px;">1.3% suspended at least one day</div>  Declined Significantly -1.7 315 Students	<b>Students with Disabilities</b>   Orange  <div style="background-color: #cccccc; padding: 5px;">3.5% suspended at least one day</div>  Increased 2.1 86 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.9% suspended at least one day Declined Significantly -2.1 341 Students	 Orange 3% suspended at least one day Increased 3 33 Students	 No Performance Color 0 Students	 Orange 4.1% suspended at least one day Increased 1.3 98 Students

**Conclusions based on this data:**

1. All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
2. Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.
3. As a school, we need to look for ways that provide students with options to problem solve as well as to regulate their own emotions before they escalate to a level that is difficult to manage on their own.

# 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.

#### Academic Excellence in English/Language Arts and Math

By June 2025, El Portal students will continue to demonstrate a high level of achievement and growth toward college and career readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing in "Orange" or "Red" status, as measured by annual California School Dashboard reports, as well as school-level assessment data, as listed below under the metric/indicator section.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

#### Guiding Goal:

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

El Portal has continued to implement the adopted Common Core Standards in order to prepare students for college and career. We will continue to support our students with intervention, rigor, and enrichment to maintain academic excellence.

### 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
CA Dashboard results in ELA	Green (High)	Green or Blue (or High to Very High)
CA Dashboard results in Math	Green (High)	Green or Blue (or High to Very High)
iReady Diagnostic Growth Reports	School-wide percentage toward attaining annual growth goals. As of January 2024, we have achieved 89% of expected growth in reading and 63% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.
CAASPP ELA Baseline	62% of students met or exceeded standard (most recent data, Spring 2023)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards.

CAASP Math Baseline	55% of students met or exceeded standard (most recent data, Spring 2023)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards - Current scores appear low seemingly due to the impact of the pandemic.
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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will be given the iReady Diagnostic 3 times a year for progress monitoring.	All Students/EL students/SED	
1.2	Implement a schedule that allows for intervention (MTSS) throughout the instructional day in addition to our core program	All Students	38,000 Title I 1000-1999: Certificated Personnel Salaries Salary for intervention teacher to work with students and collaborate with teachers for ongoing progress monitoring.
1.3	Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results.	All Students	
1.4	Students will work with teachers to keep a personal data tracker document that gets sent home weekly to monitor student growth in ELA and math.	All Students	
1.5	Computer-assisted instruction programs in ELA and Math. Access to technology through programs such as: iReady (K-6), Formative, Lexia (TK-2), XtraMath (K-6), Khan Academy (4-6) and others to support academic achievement in ELA and Math.	Intervention/MTSS Groups/Tiers/SED	500 Title I 5000-5999: Services And Other Operating Expenditures XtraMath License 4500 District Funded 5000-5999: Services And Other Operating Expenditures iReady 500 Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z for 3rd Grade Teachers 1500

			Title I 5000-5999: Services And Other Operating Expenditures Formative License 6988 District Funded 5000-5999: Services And Other Operating Expenditures District Technology Allocation 348 Title I 5000-5999: Services And Other Operating Expenditures Read Naturally Subscription
1.6	Students will use other supplemental texts during periods of intervention or in class to improve reading comprehension and academic vocabulary.	All Students	2000 Title I 4000-4999: Books And Supplies Cost for materials, novels, and scholastic magazines
1.7	Professional Development for staff, including administrators.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for release 4000 Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees , and other expenses related to professional development : CUE, Science of Reading, etc. 200 Title I 3000-3999: Employee Benefits For salaries listed above
1.8	Material and Supplies to support teacher created lessons and classroom instruction	All Students	1500 Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math
1.9	Intervention before and after school	Tier 2 and 3 students	7000 District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 2000-2999: Classified Personnel Salaries

			LCFF before and after school intervention salaries. 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

El Portal implements numerous strategies, actions, and programs to meet this goal. MTSS, effective classroom instruction, a focus on academics, before and after school intervention, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available for this school year. Based on January iReady benchmarks, the school is on-pace to meet the growth indicator.

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

None noted.

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.

Upon receiving CAASPP and Dashboard information, our school site council will determine if adjusting these goals is necessary.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Student and Family Engagement**  
 El Portal will increase the level of student engagement measured by daily attendance rate, chronically absent rate, and attendance and participation in Quest (Grades 3 - 6). The percentage of students participating in QUEST intervention/enrichment activities will increase over each trimester, with the highest percentage in the Spring. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourage creativity, and provide a choice in what they learn all while partnering with families and the communities. Additionally, El Portal values parent involvement in their child's academic and character development, and opportunities to welcome them as well as develop the capacity of families will increase.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 1 -  
  
 Guiding Goal:  
 SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

### Identified Need

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

There is a correlation between school attendance and engagement. Students who attend school are more likely to reach their goals and not need intervention.

### 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
The percentage of students participating in QUEST intervention/enrichment activities will increase throughout the year	Attendance from Fall was 78% / Winter was 82%	Attendance will increase to 85% for Spring 2024 Quest and 87% in Fall 2025.
Chronic Absentee Rate	17%	15% or lower
CA Dashboard Indicator- Chronic Absenteeism	Red (Very High)	Orange or Yellow (High or Medium)



## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Daily interventions will be in place for students who need extra time or support - Before/After school intervention and Learning at Lunch.	Students not at goal or meeting standards	10000 District Funded 1000-1999: Certificated Personnel Salaries Before/after school intervention 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries above 500 Unrestricted 4000-4999: Books And Supplies Materials and supplies
2.2	Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	All Students	
2.3	Teachers will become familiar with being a No Excuses University School through conferences and professional development	All Students	1,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses Cost for remaining in the network. (Includes two workshop/conference admissions)
2.4	Teachers will develop CCSS-targeted lessons for interventions and classroom instruction to enhance student learning, including high-interest lessons like the arts and physical education. Teachers will develop targeted lessons that promote engagement and socio-emotional development. These lessons will incentivize coming to school by implementing a high-quality physical education program. Teachers will attend conferences that provide professional development specific to educational technology integration and the arts. Technology to support engagement for early learning and early literacy and extended learning opportunities.	Students with significant absences and All students	3000 Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM. 500 Title I



			4000-4999: Books And Supplies SPARK PE Program
2.5	A spreadsheet will be used to monitor students with significant and increased absences. It will be monitored and analyzed each month by school staff to look at trends as well as identify students who might need additional interventions.	Students with significant absences	
2.6	Students will have multiple opportunities to be recognized for excellent or improved attendance through awards and incentives.	Students with significant absences and All students	1000 Title I 4000-4999: Books And Supplies Incentives for students to recognize excellent attendance.
2.7	Saturday Academy will be offered to students to get additional academic time one Saturday a month. Staff will develop targeted lessons for students who have missed significant amounts of school.	Students with significant absences will be targeted; open to all students	2000 Title I 1000-1999: Certificated Personnel Salaries Saturday Academy teachers 500 Title I 4000-4999: Books And Supplies Materials and supplies
2.8	El Portal students will have increased opportunities for ALL students to engage with the arts both as producers and consumers such as music production, theater, drama, band, graphic design, and photography.	All students	2000 Title I 4000-4999: Books And Supplies Instruments and materials needed for shows and performances. 1000 Title I 5000-5999: Services And Other Operating Expenditures Opportunities for the arts to be brought to students.
2.9	QUEST for students who meet Trimester goals	Students in grades 3-6	500 Title I 4000-4999: Books And Supplies Materials to execute a successful QUEST event for grades 3-6 including art class supplies, sports equipment, and poster making supplies.
2.10	SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences, Six unexcused absences will trigger a SARB.	Students with chronic absenteeism	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

El Portal implements numerous strategies, actions, and programs. Overall, we did not meet our goal for attendance rates with the available data. Students with low attendance rates need additional interventions put in place.

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

None noted.

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.

Upon review, community partners made suggestions to bring back perfect attendance awards as well as other incentives to get students to school. The addition of a PE program with many opportunities to engage in positive interactions with peers is a strategy that we hope to see increase attendance rates. With the addition of the arts activity, attendance rates should go up as more students get connected to their passions. School site council will determine if any additional activities need to be added as the data changes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### School Climate and Culture

By June 2025, El Portal will continue to cultivate a positive climate and culture by enhancing communication channels among staff, students, and families while offering comprehensive support through enrichment programs, above grade level learning, and tutoring services, fostering a collaborative and inclusive environment conducive to academic success and holistic growth. Through ongoing assessment and feedback mechanisms, the plan will adapt to address the evolving needs of the school community, ensuring sustained progress towards a thriving educational ecosystem as evidenced by 95% or higher on our LCAP parent survey in areas of culture and climate at the school, CA Dashboard indicator, No Excuses University systems data, and annual suspension data.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### 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.

Students who feel safe at school and have positive interactions with the climate and culture of a campus have stronger student outcomes and more likelihood to continue those connections through high school and college.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - suspension rate	Green	Green or Blue
LCAP Annual parent survey data regarding student happiness attending school	95 % Agree/Strongly Agree	96% or higher
LCAP Annual parent survey data regarding a safe, orderly, and well-disciplined school	92 % Agree/Strongly Agree	93% or higher
LCAP Annual staff survey data regarding a safe, orderly, and well-disciplined school	92 % Agree/Strongly Agree	95% or higher

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implementation of the No Excuses University Systems of Achievement. This includes a positive school culture and the belief that all students have a right to be educated in a way that prepares them for college. Assemblies and daily Panther Paws are given as students demonstrate good character in alignment with NEU. Monthly calendar assemblies, daily announcements, and our Panther Paws recognize and reinforce positive citizenship and character.	All Students	500 Title I 4000-4999: Books And Supplies Materials for lessons and incentive awards for students 800 Title I 4000-4999: Books And Supplies Spirit Monkey Sticks for students school wide positive climate through NEU 2500 Title I 4000-4999: Books And Supplies Classroom Agendas built on College Conversations
3.2	Implementation of a School Wide No Excuses University College readiness. We will continue to promote a positive campus climate and when necessary address behaviors that are not in alignment with the core values set forth in NEU.	All Students	500 Title I 4000-4999: Books And Supplies Purchase and upkeep of school wide college flags/accessories 1000 Title I 5000-5999: Services And Other Operating Expenditures Attendance at annual PD for administrator and teacher team for NEU conferences and training 1000 Title I 1000-1999: Certificated Personnel Salaries Sub release for conferences 200 Title I 3000-3999: Employee Benefits Benefits for salary listed above
3.3	Buddy program between our ABA classroom and our general education peers	Students with Disabilities	1000 Title I 4000-4999: Books And Supplies Materials used to specifically target students with unique needs so that that can interacted with their general education peers.

			1000 Title I 4000-4999: Books And Supplies Pom poms and other college readiness materials used to promote school culture during Motivation Mondays and other assemblies are team pep rallies
3.4	Campus support will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. Support will also be used in the office to track office referrals. The school site will cover any additional costs in staffing not covered by the allocation formula for campus support provided by the district.	All Students	9000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors 200 Unrestricted 3000-3999: Employee Benefits Benefits for salaries above
3.5	Positive behavior support for students and families by teaching self-regulation and coping strategies as well as problem-solving skills. Training and tools will be provided and offered to students, families, and staff in order to develop the skills necessary to identify emotions, increase safety, decrease problem behaviors, and increase positive interactions among students and with staff.	All students	2000 District Funded 1000-1999: Certificated Personnel Salaries Salaries for certificated teachers facilitating the course 200 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above 1000 District Funded 4000-4999: Books And Supplies Materials to teach/ facilitate the Love and Logic parenting course. 1000 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for release 1000 Title I 5000-5999. Services And Other Operating Expenditures Training, conference fees, and other expenses related to professional development: Zones of Regulation 1000 Title I 4000-4999: Books And Supplies

			Materials to implement the Zones of Regulation and coping strategies for students
3.8			

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

Overall, this goal was met. Data indicate that strategies/activities in place to support this area are working effectively.

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

There were no major differences.

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.

In 23/24 an activity that was added to this goal was the training of teachers in the Zones of Regulation to teach self-regulation strategies to students. For the 24/25 school year, the plan is to continue this activity as well as add on the Love and Logic parenting classes in order to build the capacity of families.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

**Academic Achievement of English Language Learners**  
 By June 2025, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as measured by annual ELPAC results and yearly redesignated as fluent English proficient (RFEP) rates.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 2

Guiding Goal:  
 Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

English Learners at El Portal show needs in the areas of Math and ELA. Based on current interventions and supports in place, EL ranked a Blue status on the CA Dashboard.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - English Learner Progress	CA Dashboard = Blue (Very High)	Blue (Very High) on Dashboard
Percentage of students getting a 3 or 4 on the ELPAC	63%	70% or higher
Percentage of Student being reclassified	17%	25% or higher

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide teachers with support with ELD and language acquisition strategies	English Learners	1000 Title I 5000-5999: Services And Other Operating Expenditures

			Attendance at PD for teachers and bilingual aides such as CABA
4.2	Increased opportunities for language acquisition including writing, speaking, and reading activities	All Students/EL Students	750 Title I 4000-4999: Books And Supplies Writing journals and other language materials
4.3	Family Nights and events to build school climate	English Learners	1000 Title I 2000-2999: Classified Personnel Salaries Bilingual Aides as support for families and translation 300 Title I 3000-3999: Employee Benefits For salary list above
4.4	Saturday Intervention can will be used to build academic, communication, and social needs of students.	All Students/EL Students	100 Title I 4000-4999: Books And Supplies Materials for Saturday school
4.5	ELAC and School Site Council- Parents and family members will collaborate throughout the year with the principal to provide input and feedback on the ELD program.	English Language Learners	

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

This goal was met. The strategies and activities in place show that they are effective.

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

There were no major differences.

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.

Two changes were made for this goal. Activities added were additional PD for for staff to provide increased rigor for ELs as well as materials for students to have increased opportunities to write as they learn the language.



# 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	\$53,870.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,586.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$76,198.00

Subtotal of additional federal funds included for this school: **\$76,198.00**

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 (\$)
District Funded	\$34,688.00
Unrestricted	\$9,700.00

Subtotal of state or local funds included for this school: **\$44,388.00**

Total of federal, state, and/or local funds for this school: **\$120,586.00**

# 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
District Funded	34,688.00
Title I	76,198.00
Unrestricted	9,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,000.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	3,100.00
4000-4999: Books And Supplies	20,650.00
5000-5999: Services And Other Operating Expenditures	22,336.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	19,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	2,200.00
4000-4999: Books And Supplies	District Funded	1,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	11,488.00
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	700.00
4000-4999: Books And Supplies	Title I	19,150.00
5000-5999: Services And Other Operating Expenditures	Title I	10,848.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	9,000.00
3000-3999: Employee Benefits	Unrestricted	200.00
4000-4999: Books And Supplies	Unrestricted	500.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,036.00
Goal 2	23,500.00
Goal 3	23,900.00
Goal 4	3,150.00

# 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
- 6 Parent or Community Members

Name of Members	Role
Amanda Malm	Principal
Kaitlyn Campbell	Classroom Teacher
Marci Pinney	Classroom Teacher
Kim Jeffrey	Classroom Teacher
Kim Rickenbacker	Other School Staff
Trisha Gonzalez	Other School Staff
Damian Fragoso	Parent or Community Member
Krista Rantzow	Parent or Community Member
Dawnell Mitchell	Parent or Community Member
Ivonne Robles - ELAC Rep (voting rep)	Parent or Community Member
Jessica Takacs	Parent or Community Member
Sarah Baek	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 April 18, 2024.

Attested:



Principal, Amanda Malm on 4/18/24

SSC Chairperson, Trisha Gonzalez on 4/18/24

## Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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



**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(1)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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



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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## **Appendix C: Select State and Federal Programs**

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

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

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jordan Elementary School	30647666020150	February 26, 2024	May 4, 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 Jordan Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
 Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	13
California School Dashboard .....	17
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	35
Goal 3.....	38
Goal 4.....	41
Goal 5.....	43
Goal 6.....	45
Goal 7.....	47
Goal 8.....	49
Goal 9.....	51
Goal 10.....	53
Budget Summary .....	55
Budget Summary .....	55
Other Federal, State, and Local Funds .....	55
Budgeted Funds and Expenditures in this Plan .....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source .....	56
Expenditures by Budget Reference .....	56
Expenditures by Budget Reference and Funding Source .....	56
Expenditures by Goal.....	57
School Site Council Membership .....	58
Recommendations and Assurances .....	59
Instructions.....	60

Appendix A: Plan Requirements .....67  
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....70  
Appendix C: Select State and Federal Programs .....73

## Plan Description

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

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

### Schoolwide Program

Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's Local Control and Accountability Plan (LCAP) along with the district's Guiding Goals. Specifically, the three goals established in Jordan Elementary's School Plan for Student Achievement align with the district's LCAP Goal 1: All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. District Goal 1 addresses State Priorities 1, 2 (Conditions for Learning) and State Priority 3 Family Engagement. Jordan's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

## Educational Partner Involvement

How, when, and with whom did Jordan Elementary 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

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held two times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly monthly site leadership team meeting and weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the LCAP parent survey were analyzed to determine how the needs of our students can better be met.

## Resource Inequities

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

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

The 2023 California School Dashboard data shows that in the area of Chronic Absenteeism, Jordan Elementary, performed in the Red category with 20.2% of students being chronically absent.

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.

The 2023 California School Dashboard data show that the following student groups were two more performance levels below the "all student" performance:

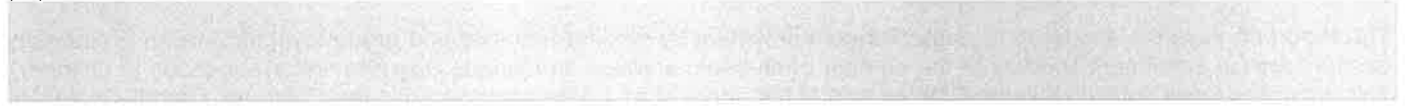
Suspension - EL students performed in the Orange with "all students" performing in Green

ELA - SWD performed in the Red with "all students" performing in Green

Math - SWD performed in the Red with "all students" performing in Green

## Other Needs

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





# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	1.2%	1.18%	0.46%	5	5	2
Asian	4.6%	2.83%	1.84%	19	12	8
Filipino	1.4%	0.94%	1.61%	6	4	7
Hispanic/Latino	75.8%	82.08%	82.72%	316	348	359
Pacific Islander	%	%	0%			0
White	13.4%	10.85%	9.22%	56	46	40
Multiple/No Response	2.4%	1.18%	1.84%	10	5	8
<b>Total Enrollment</b>				417	424	434

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	79	94	101
Grade 1	56	56	58
Grade 2	49	56	55
Grade 3	57	60	58
Grade 4	59	52	56
Grade 5	49	55	53
Grade 6	68	51	53
<b>Total Enrollment</b>	417	424	434

#### Conclusions based on this data:

- Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. As a school community, Jordan Elementary needs to be aware of the cultural needs of various student groups that are struggling to achieve. Jordan will need to address these learning gaps in our school population.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		50	50		11.8%	11.5%
Fluent English Proficient (FEP)		35	41		8.3%	9.4%

### Conclusions based on this data:

1. The population size of English Language Learners remained constant from the 21-22 school year to the 22-23 school year; however the percentage of students who are fluent English proficient has increased.
2. Based on improved/ increase the the percentage of FEP students, Jordan will continue to use the strategies that are currently in place.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	60	57	56	60	57	56	60	57	98.2	100.0	100.0
Grade 4	58	51	57	57	51	56	56	51	56	98.3	100.0	98.2
Grade 5	49	55	54	48	55	54	48	55	54	98.0	100.0	100.0
Grade 6	67	53	51	67	52	51	67	52	51	100.0	98.1	100.0
All Grades	231	219	219	228	218	218	227	218	218	98.7	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2400.	2411.	2431.	19.64	18.33	21.05	23.21	25.00	36.84	17.86	20.00	24.56	39.29	36.67	17.54
Grade 4	2438.	2450.	2475.	21.43	21.57	30.36	21.43	25.49	30.36	14.29	15.69	12.50	42.86	37.25	26.79
Grade 5	2496.	2502.	2504.	22.92	21.82	22.22	31.25	29.09	29.63	27.08	14.55	18.52	18.75	34.55	29.63
Grade 6	2527.	2521.	2542.	13.43	15.38	25.49	43.28	23.08	27.45	28.36	48.08	31.37	14.93	13.46	15.69
All Grades	N/A	N/A	N/A	18.94	19.27	24.77	30.40	25.69	31.19	22.03	24.31	21.56	28.63	30.73	22.48

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.07	18.33	15.79	58.93	51.67	70.18	25.00	30.00	14.04
Grade 4	16.07	21.57	32.14	60.71	52.94	50.00	23.21	25.49	17.86
Grade 5	22.92	25.45	24.07	66.67	60.00	53.70	10.42	14.55	22.22
Grade 6	22.39	23.08	25.49	56.72	55.77	62.75	20.90	21.15	11.76
All Grades	19.38	22.02	24.31	60.35	55.05	59.17	20.26	22.94	16.51

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	10.00	8.77	50.00	63.33	70.18	37.50	26.67	21.05
Grade 4	7.14	21.57	14.29	51.79	45.10	55.36	41.07	33.33	30.36
Grade 5	18.75	20.00	18.52	50.00	52.73	61.11	31.25	27.27	20.37
Grade 6	11.94	13.46	15.69	70.15	50.00	56.86	17.91	36.54	27.45
All Grades	12.33	16.06	14.22	56.39	53.21	61.01	31.28	30.73	24.77

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.14	5.00	14.04	78.57	80.00	71.93	14.29	15.00	14.04
Grade 4	12.50	7.84	16.07	73.21	74.51	69.64	14.29	17.65	14.29
Grade 5	16.67	21.82	27.78	77.08	58.18	59.26	6.25	20.00	12.96
Grade 6	17.91	15.38	21.57	71.64	76.92	74.51	10.45	7.69	3.92
All Grades	13.66	12.39	19.72	74.89	72.48	68.81	11.45	15.14	11.47

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.93	10.00	8.77	69.64	63.33	84.21	21.43	26.67	7.02
Grade 4	14.29	13.73	16.07	62.50	68.63	67.86	23.21	17.65	16.07
Grade 5	14.58	23.64	20.37	64.58	56.36	59.26	20.83	20.00	20.37
Grade 6	20.90	11.54	19.61	59.70	75.00	70.59	19.40	13.46	9.80
All Grades	14.98	14.68	16.06	63.88	65.60	70.64	21.15	19.72	13.30

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Reading is a schoolwide is an area of need as evidenced by an average of 22.94% of students in grades 3rd through 6th scoring Below Standard. Thusly, students will be provided with additional support in this area through the use of targeted classroom instruction, the i-Ready program and reading intervention assistance.
2. Writing schoolwide is an area of need as evidenced by an average 30.73% of students scoring in grades 3rd through 6th scoring Below Standard. Writing instruction will be an area of focus. Staff grades K-6 will regularly teach strategies learned from Thinking Maps and Write From the Beginning professional development training to increase students' understanding of purpose and organization for different genres of writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	60	57	56	60	57	56	60	57	98.2	100.0	100.0
Grade 4	58	51	57	57	51	57	57	51	57	98.3	100.0	100.0
Grade 5	49	55	54	48	55	54	48	55	54	98.0	100.0	100.0
Grade 6	67	53	51	67	52	51	67	52	51	100.0	98.1	100.0
All Grades	231	219	219	228	218	219	228	218	219	98.7	99.5	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2394	2417	2420	7.14	6.67	12.28	32.14	35.00	31.58	23.21	35.00	31.58	37.50	23.33	24.56
Grade 4	2438	2447	2475	8.77	11.76	19.30	24.56	25.49	26.32	33.33	31.37	31.58	33.33	31.37	22.81
Grade 5	2486	2476	2486	20.83	12.73	11.11	18.75	18.18	20.37	16.67	32.73	38.89	43.75	36.36	29.63
Grade 6	2530	2523	2524	19.40	21.15	23.53	23.88	19.23	15.69	29.85	30.77	33.33	26.87	28.85	27.45
All Grades	N/A	N/A	N/A	14.04	12.84	16.44	25.00	24.77	23.74	26.32	32.57	33.79	34.65	29.82	26.03

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.64	10.00	15.79	44.64	65.00	56.14	35.71	25.00	28.07
Grade 4	14.04	7.84	29.82	45.61	52.94	45.61	40.35	39.22	24.56
Grade 5	18.75	14.55	12.96	39.58	45.45	48.15	41.67	40.00	38.89
Grade 6	20.90	26.92	25.49	55.22	46.15	41.18	23.88	26.92	33.33
All Grades	18.42	14.68	21.00	46.93	52.75	47.95	34.65	32.57	31.05

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.93	16.67	14.04	55.36	56.67	57.89	35.71	26.67	28.07
Grade 4	7.02	13.73	17.54	57.89	50.98	54.39	35.09	35.29	28.07
Grade 5	14.58	14.55	20.37	56.25	45.45	55.56	29.17	40.00	24.07
Grade 6	13.43	5.77	13.73	53.73	65.38	54.90	32.84	28.85	31.37
All Grades	10.96	12.84	16.44	55.70	51.59	55.71	33.33	32.57	27.85

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.29	13.33	19.30	60.71	73.33	68.42	25.00	13.33	12.28
Grade 4	12.28	21.57	29.82	42.11	49.02	43.86	45.61	29.41	26.32
Grade 5	14.58	3.64	7.41	50.00	69.09	70.37	35.42	27.27	22.22
Grade 6	19.40	19.23	17.65	64.18	61.54	60.78	16.42	19.23	21.57
All Grades	15.35	14.22	18.72	54.82	63.76	60.73	29.82	22.02	20.55

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. In grades 3rd through 6th, roughly one-third of students are not meeting standards in the area of Concepts/Procedures. As a school, we need to identify the gaps in students' computational thinking and provide targeted instruction to address them.
2. In grades 3rd through 6th, roughly one-third of students are not meeting standard in the area of Problem Solving, Modeling/ Data Analysis. As a school, we need to provide students with strategies to understand what is being asked them in mathematical problems, so they are able to apply the computational skills necessary to solve them.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.4	1398.3	1445.6	1444.9	1414.9	1464.7	1373.8	1359.3	1400.9	14	21	21
1	*	*	1439.4	*	*	1468.0	*	*	1410.2	8	6	11
2	*	*	*	*	*	*	*	*	*	4	6	8
3	*	*	*	*	*	*	*	*	*	*	4	7
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	4	*	4
6	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										39	47	56

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00	23.81	28.57	19.05	42.86	21.43	66.67	23.81	28.57	14.29	9.52	14	21	21
1	*	*	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.26	8.51	10.71	30.77	27.66	42.86	41.03	53.19	26.79	17.95	10.64	19.64	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00	28.57	35.71	42.86	47.62	35.71	42.86	14.29	7.14	14.29	9.52	14	21	21
1	*	*	18.18	*	*	54.55	*	*	18.18	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.08	14.89	21.43	41.03	38.30	53.57	25.64	40.43	12.50	10.26	6.38	12.50	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00	9.52	14.29	14.29	9.52	42.86	52.38	57.14	35.71	33.33	23.81	14	21	21
1	*	*	9.09	*	*	9.09	*	*	36.36	*	*	45.45	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	2.56	0.00	5.36	20.51	23.40	19.64	43.59	44.68	42.86	33.33	31.91	32.14	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	14.29	47.62	64.29	76.19	42.86	0.00	9.52	9.52	14	21	21
1	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.21	23.40	42.86	71.79	70.21	48.21	0.00	6.38	8.93	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00	14.29	50.00	66.67	76.19	28.57	33.33	9.52	14	21	21
1	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.21	10.64	19.64	51.28	74.47	64.29	20.51	14.89	16.07	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	4.76	9.52	57.14	66.67	80.95	35.71	28.57	9.52	14	21	21
1	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	2.56	6.38	12.50	61.54	65.96	51.79	35.90	27.66	35.71	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	14.29	14.29	50.00	38.10	47.62	42.86	47.62	38.10	14	21	21
1	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.69	6.38	8.93	56.41	63.83	57.14	35.90	29.79	33.93	39	47	56

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The percentage of English Language Learners (ELL) has increased by approximately 18% from the 20-21 school year to the 21-22 school year. Although there is an increase in the number of ELL students at Jordan, few scored at Level 1 in the 21-22 school year than in the 20-21 school year.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>434</b>	<b>61.5</b>	<b>11.5</b>	<b>0.9</b>
Total Number of Students enrolled in Jordan Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	11.5
Foster Youth	4	0.9
Homeless	1	0.2
Socioeconomically Disadvantaged	267	61.5
Students with Disabilities	57	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	8	1.8
Filipino	7	1.6
Hispanic	359	82.7
Two or More Races	8	1.8
White	40	9.2

### Conclusions based on this data:

1. Students identified as socioeconomically disadvantaged make up approximately 56% of Jordan's student population. When considering needs and allocation of assets, staff need to take into consideration the unique needs of this population of students and direct resources accordingly.



# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students		
<b>Academic Performance</b>	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

### Conclusions based on this data:

- Jordan's performance in both academics areas, as measured by the CAASPP Smarter Balanced assessment, is rated as low. Staff need to examine current practices and make adjustments to support students' academic progress and success.

- 
2. The rate of chronic absenteeism for Jordan students overall is rated as high. In examining site level attendance data, during the 21-22 school year COVID-19 restrictions played a role in a higher than typical absentee rate for the school.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.




2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 3.7 points above standard Increased +13.2 points 213 Students	<b>English Learners</b> 36.8 points below standard Increased +8.7 points 26 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 9.7 points below standard Increased Significantly +16 points 140 Students	<b>Students with Disabilities</b>  Red 86 points below standard Maintained +2.6 points 37 Students



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.8 points below standard Increased +13.6 points  169 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	32 points above standard Maintained +1.5 points  23 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
79.2 points below standard  13 Students	5.5 points above standard Increased Significantly +20.5 points  13 Students	5.1 points above standard Increased +11.1 points  169 Students

**Conclusions based on this data:**

1. Students coming from families who have been identified as socioeconomically disadvantaged had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
2. English Language Learners had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
3. Students with disabilities had a performance rated as very low, Staff need to review and revise instructional practices to better meet the needs of these students.

# School and Student Performance Data

## Academic Performance Mathematics

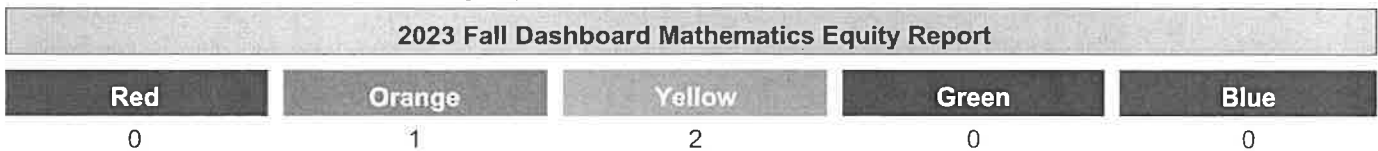
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>23.3 points below standard Increased +4.7 points</p> <p>213 Students</p>	<p><b>English Learners</b></p> <p>48.3 points below standard Increased +7.9 points</p> <p>26 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>35 points below standard Increased +11.6 points</p> <p>140 Students</p>	<p><b>Students with Disabilities</b></p> <p> Orange</p> <p>111.1 points below standard Increased +4.9 points</p> <p>37 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  8 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.9 points below standard Increased +4.4 points  169 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students	5.8 points above standard Decreased -6.7 points  23 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
74.7 points below standard  13 Students	21.8 points below standard Increased Significantly +16.2 points  13 Students	21.9 points below standard Increased +3.4 points  169 Students

**Conclusions based on this data:**

1. Students with disabilities and had a performance rated as very low, Staff need to review and revise instructional practices to better meet the needs of these students.
2. English Language Learners had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
3. Students making up the socioeconomically disadvantaged subgroup had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
38.7 points above standard making progress towards English language proficiency
Number of EL Students: 31 Students
Performance Level: 2

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.

### 2023 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
9	10	0	12

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

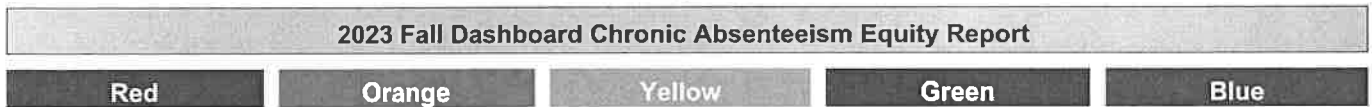
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p> Red</p> <p>20.2% Chronically Absent</p> <p>Increased Significantly 4.9</p> <p>476 Students</p>	<p><b>English Learners</b></p> <p> Red</p> <p>33.3% Chronically Absent</p> <p>Increased 8.3</p> <p>57 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Red</p> <p>24.9% Chronically Absent</p> <p>Increased Significantly 4.5</p> <p>293 Students</p>	<p><b>Students with Disabilities</b></p> <p> Red</p> <p>26.5% Chronically Absent</p> <p>Maintained 0.1</p> <p>83 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  9 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.5% Chronically Absent Increased Significantly 7.6  395 Students	5% Chronically Absent  0  20 Students	 No Performance Color  0 Students	 Green 7.3% Chronically Absent Declined -3.3  41 Students

**Conclusions based on this data:**

1. Chronic Absenteeism is rated high across several groups affected a significant number of students. In examining site attendance data for the 21-22 school year, COVID 19 restrictions/regulation accounted for a higher than typical (pre-covid) rate of chronic absenteeism.





# School and Student Performance Data

## Conditions & Climate Suspension Rate

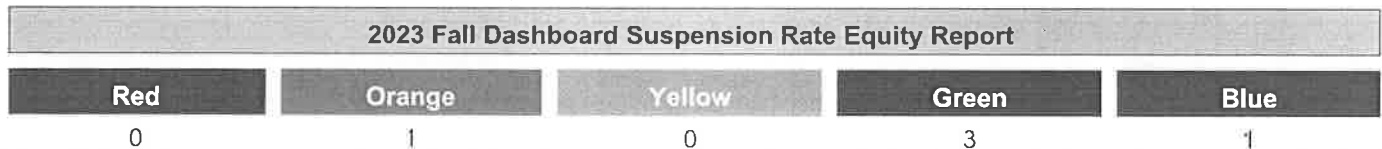
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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





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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.3% suspended at least one day Declined -0.7 479 Students	<b>English Learners</b>  Orange 1.7% suspended at least one day Increased 1.7 58 Students	<b>Foster Youth</b> Less than 11 Students 7 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.7% suspended at least one day Declined Significantly -1.6 296 Students	<b>Students with Disabilities</b>  Green 2.4% suspended at least one day Declined -1.6 83 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3% suspended at least one day Declined -0.9 397 Students	5% suspended at least one day 20 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Declined -2.1 41 Students

**Conclusions based on this data:**

1. While the school overall has a suspension rating of medium, three subgroups have a rating of high. (Socioeconomically disadvantaged, students with disabilities, and Hispanic).

# 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.

#### **Academic Excellence in Mathematics and English Language Arts**

Jordan students will demonstrate improved academic achievement in mathematics and English language arts on annual CAASPP Smarter Balanced Assessments as well district level assessment data as indicated by metrics listed below.

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

LCAP goal to which this school goal is aligned.

#### LCAP Goal #2 Pupil Outcomes

##### Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### Identified Need

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

The fall 2023 California School Dashboard shows Jordan overall performance mathematics and English language arts as green; however, two subgroups (SWD and SED) are one or more levels below green in both academic areas.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 Fall California Schools Dashboard	<p>Fall 2023 California Schools Dashboard results shows "Green" an indicator overall student performance in mathematics. Students in the SED subgroup performed in the "Yellow" indicator. Students with disabilities performed in the "Orange" indicator.</p> <p>Fall 2023 California Schools Dashboard results shows "Green" an indicator overall student performance in mathematics. Students in the SED subgroup performed in the "Yellow" indicator. Students with disabilities performed in the "Red" indicator.</p>	<p>Fall 2024 California Schools Dashboard results will show green indicator or better overall student performance in mathematics. Students in the SED and SWD subgroups will improve one indicator level.</p> <p>Fall 2024 California Schools Dashboard results will show green indicator or better overall student performance in ELA. Students in the SED and SWD subgroups will improve one indicator level.</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	When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes both mathematics and reading. Teachers will assist students with tracking minutes and recording progress toward weekly goals.	All students	00.00
1.2	During weekly PLC and other planning time, teachers will analyze i-Ready data to identify students who are not successfully completed the amount of prescribed lessons. Teachers will provide in class intervention by means of small group instruction, targeting the specific skill gaps and misconceptions as identified by i-Ready program.	All students	333.54 Title I
1.3	Upon completion of the 22/23 beginning of the year i-Ready diagnostic assessment, teacher will refer students scoring more than two years below grade level for Tier II intervention. Intervention teachers will provide targeted instruction to students based on their identified needs for a minimum of 30 minutes/2x weekly per subject.	All students	46,000 Title I 1000-1999: Certificated Personnel Salaries Salary for intervention teacher. \$250/day for 180 days
1.4	Teachers in grades kindergarten through sixth provide students with daily problem solving practice utilizing the "CUBES" strategy. Classes will work through a minimum of one problem per day following the steps of the "CUBE" strategy to teach students how to determine what a problem is asking and the steps needed to arrive at the correct solution.	All students	00.00

1.5	Students in grades third through sixth will participate in the Accelerated Reader (AR) program to promote daily independent reading. Based on a beginning of the year diagnostic test within the AR program, students will set individualized monthly goals to earn a set number of points. Students who meet their monthly goals will earn a reward.	All students	4,612.50 Title I 5800: Professional/Consulting Services And Operating Expenditures Annual licensing for the AR program. 500.00 Site Formula Funds 4000-4999: Books And Supplies Lucky Ducky rewards for students meeting goals.
1.6	Jordan staff will hold two parent nights to offer families assistance and tips for working with their children in the areas of language arts and mathematics.	Students identified as working one or more years below grade level based beginning of the year i-Ready diagnostic	500.00 Site Formula Funds 4000-4999: Books And Supplies Materials for the presentations. Take home materials for the families.
1.7	Jordan Elementary will increase the opportunities for students for students to receive before and afterschool invention support in language arts and mathematics.	Students identified as not meeting standards based on state, local, and classroom assessment data.	10,042.92 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Approx. 200 hours with staff being compensated at \$50.00/hr

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

Teachers and support staff implemented and carried out with fidelity over the strategies listed in Goal 1. Student performance schoolwide as improved in the areas of mathematics and ELA as measured by 2023 CAASPP data. 2023 CAASPP data shows in the areas of both mathematics and ELA the student group "All Students" moved from performance level "low" to performance level "green". Student performance schoolwide remained constant as measured by i-Ready Winter Diagnostic results. In the area of mathematics, students performing "one or more years below grade level" improved from 64% in January of 2023 to 62% in January of 2024. In the area of ELA, students performing "one more years below grade level" maintain a rate of 49% from January of 2023 to January of 2024.

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

Staff implemented the strategies were carried out as prescribed in the 2023 SPSA with the exception of Activity 1.6 (Parent nights). Parent nights have not been planned and presented prior to March 2024.

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.

## Goal 2

### Title and Description of School Goal

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

#### Academic Excellence in Mathematics and English Language Arts

By May 2025, students with disabilities will improve proficiency in ELA and math reflected by their California dashboard by one rating level in both areas. By May 2025, students with disabilities will demonstrate higher levels of school engagement as evidenced by improved attendance and lower suspension rates.

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

LCAP goal to which this school goal is aligned.

#### LCAP Goal #2 Pupil Outcomes

##### Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

22-23 Spring CAASSP data shows the students with disabilities performance is categorized as low in mathematics (111.1 pts. below standard) and very low English language arts (86 pts. below standard)  
2023 California Schools Dashboard data shows students with disabilities experienced Chronic Absenteeism rate of Very High.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Schools Dashboard Local Attendance Data	<p>Fall 2023 California Dashboard: The students with disabilities student group had a performance rating of low (Orange) in mathematics as measured by the Spring 2023 CAASPP results. The "Distance From Standard" measure showed students in this group performed on averaged scored 111.1 points below Standards Met.</p> <p>Fall 2023 California Dashboard: The students with disabilities student group had a performance rating of very low (Red) in English Language Arts as measured by the Spring 2023 CAASPP results. The "Distance From Standard" measure showed students in this group performed on averaged scored 86 points below Standards Met.</p> <p>Fall 2023 California Dashboard: Students with disabilities had a performance rating of very low (Red) for Chronic Absenteeism. 26.5% of students with disabilities were chronically absent.</p>	<p>Fall 2024 California Dashboard: Students with disabilities will move closer to Standards Met in mathematics as measured by the "Distance From Standards" metric. Students with disabilities will improve the overall rating in mathematic from orange to yellow.</p> <p>Fall 2024 California Dashboard: Students with disabilities will move closer to Standards Met in English language arts as measured by the "Distance From Standards" metric. Students with disabilities will improve the overall rating in English Language Arts from red to orange.</p> <p>Fall 2024 California Dashboard: Students with disabilities will improve to by one rating level in the areas of Chronic Absenteeism from red to orange.</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
2.1	Jordan Elementary will increase the opportunities for students with disabilities to receive additional intervention support in language arts and mathematics. The RSP teacher will provide students with the opportunity for after school intervention for 30min/2x per week.	Students with disabilities	00.00  Expenditures for this strategy have been accounted for in Goal 1 of this document.
2.2	Jordan general education staff will regularly meet with students, who have IEP goals related to academics, in a small group setting for instruction in the areas of mathematics and English language arts instruction.	Students with disabilities	00.00
2.3	During annual I.E.P meetings, attendance will be a discussion on the agenda for students who are identified as chronically absent.	Students with disabilities	00.00
2.4			0.00
2.5		All Students	

2.6		All students	
2.7		All students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Based on 2023 California dashboard data, students with disabilities made slight improvements, in both ELA and mathematics, as indicated by the metric of "points below standards." In the area of ELA arts, students with disabilities remained in the indicator (red) designating "very low". In the area of mathematics, students with disabilities improved one by indicator "very low" to the indicator (yellow) "low". In the area of Chronic Absenteeism, students with disabilities remained in the same indicator as the previous year. In the area of suspension rate, students with disabilities, improved from the indicator "high" to the green indicator. The effectiveness of the strategies focusing on academic support and improvement did seem to have some positive effects; however the effectiveness on strategy 2.4 to improve attendance has shown no effect on improving attendance..

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

None at this time.

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Conditions and Climate - Chronic Absenteeism/Student Engagement**  
 Jordan Elementary will continue to work with all stakeholder groups in supporting a positive and safe school culture in which students can be engaged and active participants in their learning and work toward reducing the school's rate chronic absenteeism.

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

LCAP goal to which this school goal is aligned.

DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

### Identified Need

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

Fall 2023, California Dashboard data shows 20.2% of Jordan students are identified as being chronically absent, placing the overall school performance rating of "Very Low" (Red).

### 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
Fall 2024, California Dashboard data 2025 spring (April ) district attendance data Weekly/Monthly Site Attendance data	Fall 2023, California Dashboard data show that 20.2% of Jordan students are identified as "Chronically Absent" which is a 4.9% increase from the prior year. 2024 March district attendance data shows 11.4% of Jordan students are chronically absent.	Fall 2024, California Dashboard data will show a decrease of 5% in the number of students identified as Chronically Absent. By the same time (March 2025) next year, the chronic absent rate will decrease by 3%.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	At Back to School Night the school will provide information to parents regarding the importance of regular attendance and district attendance policies.	All students	50.00 Site Formula Funds  Copying for parent information on the effects of Chronic Absenteeism.
3.2	In August of the 24/25 school year, principal will meet with families of students, including those in special education, who were chronically absent the prior year to set goals for the upcoming school year. The school attendance team will meet with students monthly to check-in on progress toward goal.	All Students	00.00
3.3	Principal will meet with parents of students who accumulate nine unexcused absences to establish an attendance contract for the students.	All Students	00.00
3.4	To promote good attendance, the staff will establish a tiered incentive system for students. Students will be offered weekly, monthly, and trimester based incentives.	All students	500.00 Site Formula Funds  Incentive awards

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

the two metrics used to measure chronic absenteeism at Jordan cover two different time periods so the two sets of data show differing results. District attendance data showed an improvement from April of 2023 to March 2024 in students who are chronically absent. Data from March of 2024 shows 11.4 % of Jordan students being chronically absent which is a decrease from April 2023 at 19.7%. California Schools Dashboard data compares 21/22 school year to the 22/23 school year. In both years, Jordan Elementary received a rating that indicated a very high rate of chronic absenteeism. The 2023 California Schools Dashboard data shows an increase of 4.9% in the number of students chronically absence from the 2022 data. However, when looking at the effectiveness of the strategies implemented over the course of the 23/24 school year, the data show chronically absenteeism for the current year is trending down suggesting that some or all of the strategies have been effective.

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

None at this time.

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

The goal of decreasing the chronic absentee rate will remain in place using the same metrics. However changes will be made to Activity 3.2 in that a team approach will be utilized when meeting with students. Teams members consist of the principal, school psychologist, teacher and school nurse to offer a support in multiple areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1			Title I
4.2			Title I
4.4			None Specified
4.5			Site Formula Funds

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## **Analysis**

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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
5.2			Title I

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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





# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

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

LCAP goal to which this school goal is aligned.

Academic Excellence - Learning for All Students  
Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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
8.1	The school will offer one ten-week session of Latino Family Literacy.		
8.2	Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.		
8.3	EL students will be invited to attend an after-school Homework Help Club.		
8.4	Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.		
8.5	Long-term EL students will be evaluated for reclassification.		

# Annual Review

SPSA Year Reviewed: 2023-24

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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





# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$65,656.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,538.96
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$50,946.04

Subtotal of additional federal funds included for this school: **\$50,946.04**

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$10,042.92
Site Formula Funds	\$1,550.00

Subtotal of state or local funds included for this school: **\$11,592.92**

Total of federal, state, and/or local funds for this school: **\$62,538.96**

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	10,042.92
Site Formula Funds	1,550.00
Title I	50,946.04

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,042.92
4000-4999: Books And Supplies	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,612.50

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,042.92
	Site Formula Funds	550.00
4000-4999: Books And Supplies	Site Formula Funds	1,000.00
	Title I	333.54
1000-1999: Certificated Personnel Salaries	Title I	46,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,612.50

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
61,988.96
0.00
550.00

# School Site Council Membership

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

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

Name of Members	Role
Marikate Elmquist	Principal
Rebecca Bringas	Parent or Community Member
Roxanna Hernandez	Parent or Community Member
Nathaniel Saavedra	Parent or Community Member
Sandra Alvarez	Parent or Community Member
Jessica Penalzoza	Parent or Community Member
Nicole Ulloa	Classroom Teacher
Corissa Lower	Classroom Teacher
Nancy Gatto	Classroom Teacher
Adriana Ponce	Other School Staff

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: School 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 04/26/2023.

Attested:



Principal, Marikate Elmquist, Ed.D on 04/26//2024



SSC Chairperson, Rebecca Bringas on 4/26/202

## Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities



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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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



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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



School Year: 2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	30647666020176	April 29, 2024	May 6, 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 Macy Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	6
Comprehensive Needs Assessment Components .....	7
California School Dashboard (Dashboard) Indicators.....	7
Other Needs.....	7
School and Student Performance Data .....	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results .....	16
California School Dashboard .....	20
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	40
Goal 4.....	42
Goal 5.....	44
Goal 6.....	46
Goal 7.....	48
Goal 8.....	50
Goal 9.....	52
Goal 10.....	54
Budget Summary .....	56
Budget Summary .....	56
Other Federal, State, and Local Funds .....	56
Budgeted Funds and Expenditures in this Plan.....	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source .....	57
Expenditures by Budget Reference .....	57
Expenditures by Budget Reference and Funding Source.....	57
Expenditures by Goal.....	58
School Site Council Membership.....	59
Recommendations and Assurances .....	60
Instructions.....	61
Appendix A: Plan Requirements .....	68





# Plan Description

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

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

## Schoolwide Program

Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

Macy runs its Title I program as a school-wide Title I program, targeting achievement school-wide. Macy was designated a Title I program during the 2021-22 School year, when the number of students from socioeconomically disadvantaged backgrounds exceeded 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

## Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

## SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and

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 (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the school site council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

#### SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Determine whether the SWP 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 (34 CFR 200.26[c][2]; and

Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

#### SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

#### Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

#### SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

Patty Jacobsen

Principal

Macy Elementary

Lowell Joint School District

(562) 902-4231

## Educational Partner Involvement

How, when, and with whom did Macy Elementary 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 consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff meets weekly, and the Instructional Leadership Team meets monthly to develop our instructional plan. Stated goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. The school reviewed achievement data as collected by teachers, CASSPP and iReady Assessment data to determine school goals. The Instructional Leadership Team and the

staff used data from 2022 Smarter Balanced Assessments to help drive instruction, plan intervention, and enrichment for Macy's student population.

Macy School Site Council elections were held in September 2022. The Council is comprised of members of the community, the teaching staff and Macy's classified staff. At the first meeting of the year in October 2023, the Council reviewed past goals and outcomes from the 2022-23 school year. The Council also reviewed data from CASSPP, the California Dashboard, and iReady assessments. It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need, and with input from the Site Council, staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program was implemented for the 2022-23 school year will continue into the 2023-24 schooand was well attended, however, finding staff for the 23-24 school year was challenging. Moving forward for the 24-25 school year, the intent is to run a before and after school tutoring program, as teachers have stated interest in staffing. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to address the needs of underperforming students.

SSC minutes and agendas are posted at the school, and parents and staff are encouraged to complete an annual survey to help determine the strengths and needs at the school. This survey data is reviewed and utilized when developing the SPSA. Comments and information from families is also collected at the Title I Information night in August.

As part of the comprehensive needs assessment, the District has facilitated the development of a before and after school enrichment program named Powersource. Powersource has been well received and attended by students. It will continue into the 24-25 school year to provide enrichment and intervention opportunities to all interested students. Additionally, underperforming students are invited to attend educational classes offered on Saturdays each month. These Saturday Sessions are well attended and have been effective for providing intervention.

## 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.

ELA, MATH

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

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.46%	0.48%	2	2	2
Asian	4.4%	3.89%	2.63%	20	17	11
Filipino	1.8%	1.83%	2.39%	8	8	10
Hispanic/Latino	60.2%	59.95%	61.96%	275	262	259
Pacific Islander	0.2%	0.46%	0%	1	2	0
White	28.2%	28.38%	25.84%	129	124	108
Multiple/No Response	2.8%	2.52%	3.35%	13	11	14
<b>Total Enrollment</b>				457	437	418

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	65	65
Grade 1	36	59	51
Grade 2	67	44	60
Grade 3	54	69	43
Grade 4	67	56	70
Grade 5	75	70	54
Grade 6	77	74	75
<b>Total Enrollment</b>	457	437	418

Conclusions based on this data:

1. Kinder enrollment remained even over the year.
2. Macy as a whole continues to experience declining enrollment.



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		21	18		4.8%	4.3%
Fluent English Proficient (FEP)		18	16		4.1%	3.8%

### Conclusions based on this data:

1. Macy's EL student population remains low.
2. The number of RFEP students remains constant from 22-23 to the 23-24 school year, this data is indicative of a need for more targeted EL instruction within the classrooms.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68	44	49	67	40	49	67	40	96.1	98.5	90.9
Grade 4	67	53	71	64	52	71	64	52	71	95.5	98.1	100.0
Grade 5	73	72	54	72	68	53	72	68	53	98.6	94.4	98.1
Grade 6	76	76	76	70	76	72	70	76	72	92.1	100.0	94.7
All Grades	267	269	245	255	263	236	255	263	236	95.5	97.8	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2436.	2437.	2450.	30.61	26.87	30.00	22.45	28.36	22.50	22.45	28.36	30.00	24.49	16.42	17.50
Grade 4	2450.	2470.	2445.	20.31	30.77	15.49	20.31	19.23	23.94	26.56	17.31	26.76	32.81	32.69	33.80
Grade 5	2510.	2517.	2489.	29.17	19.12	16.98	23.61	39.71	26.42	19.44	25.00	26.42	27.78	16.18	30.19
Grade 6	2518.	2524.	2526.	24.29	14.47	18.06	27.14	34.21	20.83	18.57	27.63	41.67	30.00	23.68	19.44
All Grades	N/A	N/A	N/A	25.88	22.05	19.07	23.53	31.18	23.31	21.57	25.10	31.78	29.02	21.67	25.85

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	28.57	17.91	20.00	48.98	73.13	67.50	22.45	8.96	12.50
<b>Grade 4</b>	17.19	26.92	18.31	68.75	55.77	63.38	14.06	17.31	18.31
<b>Grade 5</b>	25.00	20.59	16.98	56.94	69.12	54.72	18.06	10.29	28.30
<b>Grade 6</b>	25.71	25.33	22.22	44.29	53.33	55.56	30.00	21.33	22.22
<b>All Grades</b>	23.92	22.52	19.49	54.90	62.98	59.75	21.18	14.50	20.76

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	18.37	20.90	22.50	59.18	55.22	57.50	22.45	23.88	20.00
<b>Grade 4</b>	9.52	5.77	4.23	61.90	69.23	63.38	28.57	25.00	32.39
<b>Grade 5</b>	33.33	16.18	15.09	36.11	61.76	58.49	30.56	22.06	26.42
<b>Grade 6</b>	25.71	10.53	9.72	35.71	64.47	70.83	38.57	25.00	19.44
<b>All Grades</b>	22.44	13.69	11.44	46.85	62.36	63.56	30.71	23.95	25.00

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	18.37	11.94	15.00	73.47	70.15	70.00	8.16	17.91	15.00
<b>Grade 4</b>	9.52	17.31	11.27	76.19	71.15	74.65	14.29	11.54	14.08
<b>Grade 5</b>	13.89	14.71	13.21	73.61	79.41	71.70	12.50	5.88	15.09
<b>Grade 6</b>	15.71	18.67	8.33	64.29	68.00	80.56	20.00	13.33	11.11
<b>All Grades</b>	14.17	15.65	11.44	71.65	72.14	75.00	14.17	12.21	13.56

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	23.88	25.00	57.14	58.21	62.50	14.29	17.91	12.50
Grade 4	7.81	13.46	4.23	70.31	67.31	74.65	21.88	19.23	21.13
Grade 5	23.61	16.18	16.98	62.50	61.76	64.15	13.89	22.06	18.87
Grade 6	20.00	11.84	12.50	58.57	71.05	73.61	21.43	17.11	13.89
All Grades	19.61	16.35	13.14	62.35	64.64	69.92	18.04	19.01	16.95

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Macy experienced a drop in overall achievement in the board area of ELA in 2022-23. The largest drop was in the area of Reading. Specific targeted instruction in ELA /Reading with intervention targeted at 2nd - 4th grades.
2. While growth was seen in third, fifth, and sixth grades in the area of Research/Inquiry (Increases in the areas of % Above Standard and % At or Above Standard of 5.4%, 3.19%, and 3.22% respectively), in the area of Listening in 3rd and 6th (Increases in the areas of % Above Standard and % At or Above Standard of 2.91% and 2.22% respectively), and an increase in Writing in 3rd and 6th (Increases in the areas of % Above Standard and % At or Above Standard of 3.88% and 5.55% respectively), continued support is needed in the area of Reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68	44	49	67	40	49	67	40	96.1	98.5	90.9
Grade 4	67	53	71	64	52	71	64	52	71	95.5	98.1	100.0
Grade 5	73	72	54	72	68	53	72	68	53	98.6	94.4	98.1
Grade 6	76	76	76	71	75	72	71	75	72	93.4	98.7	94.7
All Grades	267	269	245	256	262	236	256	262	236	95.9	97.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2430.	2432.	2439.	20.41	20.90	27.50	28.57	29.85	27.50	26.53	23.88	25.00	24.49	25.37	20.00
Grade 4	2441.	2463.	2453.	9.38	13.46	16.90	23.44	26.92	16.90	37.50	36.54	39.44	29.69	23.08	26.76
Grade 5	2466.	2491.	2476.	19.44	8.82	20.75	9.72	27.94	13.21	23.61	35.29	24.53	47.22	27.94	41.51
Grade 6	2476.	2509.	2515.	14.08	18.67	15.28	15.49	14.67	22.22	26.76	32.00	27.78	43.66	34.67	34.72
All Grades	N/A	N/A	N/A	15.63	15.65	19.07	18.36	24.43	19.49	28.52	31.68	30.08	37.50	28.24	31.36

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	17.91	37.50	48.98	56.72	37.50	24.49	25.37	25.00
Grade 4	15.63	19.23	16.90	50.00	55.77	46.48	34.38	25.00	36.62
Grade 5	13.89	14.71	18.87	40.28	55.88	41.51	45.83	29.41	39.62
Grade 6	14.08	24.00	16.67	32.39	38.67	47.22	53.52	37.33	36.11
All Grades	16.80	19.08	20.76	42.19	51.15	44.07	41.02	29.77	35.17

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.45	28.36	17.50	61.22	52.24	60.00	16.33	19.40	22.50
Grade 4	10.94	13.46	18.31	51.56	59.62	50.70	37.50	26.92	30.99
Grade 5	15.28	8.82	15.09	38.89	60.29	49.06	45.83	30.88	35.85
Grade 6	8.45	8.00	13.89	42.25	54.67	51.39	49.30	37.33	34.72
All Grades	13.67	14.50	16.10	47.27	56.49	52.12	39.06	29.01	31.78

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	19.40	32.50	51.02	65.67	57.50	22.45	14.93	10.00
Grade 4	10.94	17.31	15.49	64.06	59.62	59.15	25.00	23.08	25.35
Grade 5	11.11	10.29	11.32	58.33	67.65	56.60	30.56	22.06	32.08
Grade 6	19.72	10.67	12.50	52.11	65.33	61.11	28.17	24.00	26.39
All Grades	16.41	14.12	16.53	56.64	64.89	58.90	26.95	20.99	24.58

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Overall, Macy saw a drop in the area of Math. Students in the Standards Exceeded and Met Standards fell by 1.52%
- Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, and Communicating Reasoning as evidence by an approximate average of 30.51% across these grade levels, not meeting standards.
- In the area of Concepts and Procedures 3rd and 6th grade enjoyed growth, with a 19.59% increase of 3rd grade students achieving Above Standard and a 8.55% increase of 6th grade students at or Near Standard.



# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	7
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	10.53	28.57	25.00	31.58	21.43	37.50	47.37	35.71	37.50	10.53	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.57	12.50	31.58	28.57	37.50	26.32	7.14	25.00	31.58	35.71	25.00	10.53	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.14	0.00	0.00	21.43	18.75	15.79	28.57	18.75	47.37	42.86	62.50	36.84	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.57	31.25	31.58	35.71	50.00	63.16	35.71	18.75	5.26	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.71	18.75	21.05	28.57	43.75	68.42	35.71	37.50	10.53	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.29	0.00	5.26	35.71	43.75	57.89	50.00	56.25	36.84	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.29	0.00	5.26	42.86	50.00	68.42	42.86	50.00	26.32	14	16	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Students are making most progress towards proficiency in the areas of Listening and Spoken Language.
- The EL population at Macy experienced a slight growth and continues to need additional support in the areas of reading and writing. Macy teachers needs to work to use active engagement strategies in the classrooms to increase fluency and success.



# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
418	48.3	4.3	0.7
Total Number of Students enrolled in Macy Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.3
Foster Youth	3	0.7
Homeless	2	0.5
Socioeconomically Disadvantaged	202	48.3
Students with Disabilities	66	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	11	2.6
Filipino	10	2.4
Hispanic	259	62
Two or More Races	14	3.3
White	108	25.8

### Conclusions based on this data:

1. Macy continues to qualify as a Title 1 school and the socioeconomically disadvantaged student population continues to grow at Macy.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

#### Mathematics



Orange

#### Conclusions based on this data:

1. The current status of Orange in ELA and math, show that overall ELA and math scores decreased over the 2021-22 school year. Macy's SOAR intervention program needs to be a required daily program for all grade levels, conscientious use of Thinking Maps and iREADY with fidelity, and continued and specific use of our Interventionists.

2. The status in the Suspension Rate indicator of Low is evidence that the programs continued from last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.
3. Macy's .Chronic Absenteeism has improved and is evidence of the specific attendance rewards and Attendance Program's success.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>9.4 points below standard Decreased Significantly -16.6 points</p> <p>233 Students</p>	<p><b>English Learners</b></p> <p>92.4 points below standard Decreased Significantly -41.9 points</p> <p>15 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>29.8 points below standard Decreased -14.2 points</p> <p>127 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>104.3 points below standard Decreased -14 points</p> <p>44 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.6 points below standard Decreased Significantly - 17.5 points 153 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Green 11.1 points above standard Decreased -10 points 56 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  7 Students	Less than 11 Students  8 Students	2.8 points below standard Decreased -14.6 points 212 Students

**Conclusions based on this data:**

1. The CAASPP ELA data shows improvement in the total student population, but low achievement among EL, SED, and SPED students remains. It is clear that programs such as iReady need to be used with fidelity.
2. Administration and staff at Macy need to fully implement iReady, Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
3. The SOAR Intervention program was built into the school day, and will focus on ELA goals and student achievement.

# School and Student Performance Data

## Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>30.8 points below standard</p> <p>Decreased -7.8 points</p> <p>233 Students</p>	<p><b>English Learners</b></p> <p>119.7 points below standard</p> <p>Decreased Significantly -25.7 points</p> <p>15 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>54.4 points below standard</p> <p>Decreased -5.9 points</p> <p>127 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>123.3 points below standard</p> <p>Maintained +2.7 points</p> <p>44 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.3 points below standard Decreased -12.3 points  153 Students	Less than 11 Students  9 Students	 No Performance Color 0 Students	 Yellow 1.8 points below standard Maintained +2.1 points  56 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  7 Students	Less than 11 Students  8 Students	24.2 points below standard Decreased -6.3 points  212 Students

**Conclusions based on this data:**

1. Based on the data, specific and targeted intervention needs to be focus on students in both the SED and SWD subgroups.
2. Weekly standards based assements need to be accessed and used to inform instruction and teachers need to focus on standards based instruction.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

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.

### 2023 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
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#### Conclusions based on this data:

1. Daily directed EL instruction in the classroom has been somewhat effective, but needs to be more consistent and practiced with fidelity.
2. Teachers might benefit from instruction in integrated EL instruction, and should participate in professional development to improve instruction and meet the needs of our EL students.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 27.1% Chronically Absent Declined Significantly -4.6 439 Students	<b>English Learners</b> 42.9% Chronically Absent Declined -7.1 21 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 33.2% Chronically Absent Declined Significantly -4.1 220 Students	<b>Students with Disabilities</b>  Orange 34.1% Chronically Absent Declined -13.2 82 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	25% Chronically Absent Declined -27.9  12 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.6% Chronically Absent Declined Significantly -3.2  274 Students	17.9% Chronically Absent Declined -4.9  28 Students	 No Performance Color 0 Students	 Orange 23.2% Chronically Absent Declined -4.3  112 Students

**Conclusions based on this data:**

1. Although Chronic Absenteeism decreased by 4.3%, this remains a lingering issue for Macy with 27.1% of the total school population in the yellow indicator level.
2. Data from the Chronic Absenteeism indicator shows that Macy benefited from improved student engagement and a specific program to address absenteeism which will continue next year.
3. Areas of particular concern and focus were the Socioeconomically Disadvantaged students, who showed a decrease of 4.1% and the Students with Disabilities subgroup which showed excellent improvement with a 13.2% decrease in chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

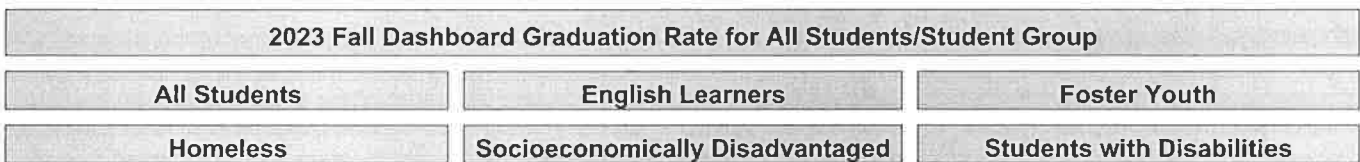
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. This is not applicable and there is no data

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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







This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	2

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 0.7% suspended at least one day Maintained 0 450 Students	<p><b>English Learners</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Green 0.9% suspended at least one day Declined -0.5 226 Students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least one day Declined -1.1 84 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	8.3% suspended at least one day  Increased 2.5 12 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day  Declined -0.7 280 Students	0% suspended at least one day  Maintained 0 31 Students	 No Performance Color 0 Students	 Orange 1.8% suspended at least one day  Increased 1.8 114 Students

**Conclusions based on this data:**

- Review of the Suspension Rate data, which shows the improvement, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue in the 24-25 school year.
- This data appears to show improvement in student engagement and school climate.

# 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.

#### Campus Climate and Culture

Macy Elementary will continue to improve parent and student engagement and support of a positive, supportive, and safe school climate and culture, as measured by the annual California School Dashboard, with improvement from an overall placement of Yellow, to Green in the area of chronic absenteeism, a 10% improvement in monthly attendance as reported by local data, and a status of green for all subgroups in the annual suspension data from the California Dashboard.

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

LCAP goal to which this school goal is aligned.

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being, and involvement of students, staff, family and community.

### Identified Need

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

The state priority area of Chronic Absenteeism is designated as yellow as identified by the California Department of Education and the CA Dashboard. Research continues to link attendance to academic success.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator Chronic Absenteeism	Chronic Absenteeism California Dashboard Indicator: All students (Hispanic, White, SED, SWD) Yellow Status	By August 2025, Macy will improve student attendance as shown by a Green or Blue status on the California Dashboard for the area of Chronic Absenteeism.
Local Data Student Attendance Records	Macy's attendance records, as reported monthly, have shown a gradual decrease in chronic absenteeism in the 2023-24 school year.	Macy's daily attendance will show continued improvement and meet or exceed 95% monthly as evidence by local data.
California Dashboard Indicator Annual Suspension Rate	Suspension Rate California Dashboard Indicator: Hispanic and SWD subgroups reported in Blue status, Students in the SED subgroup reported Green and White students reported in Orange status.	By August 2025, Macy will maintain or improve its Suspension Rate as shown by a green or blue status in all subgroups on the California Dashboard.

## 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	Teachers at Macy will provide class rewards for attendance. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.	All Students	0 None Specified None Specified  0 None Specified None Specified
1.2	Students with monthly perfect attendance will be recognized and provided incentives at monthly awards assemblies and the end of the year to acknowledge their achievement.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates
1.3	Macy staff will continue with school wide discipline plan and continued implementation of PBIS. Continued use of Eagle Cards and Principal's Award to reinforce attendance and a positive school climate. Students will continue to enjoy the weekly behavior rewards afforded by the Friday prize cart.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Purchase of rewards for Eagle Card Prize Cart
1.4	Increase school to home communication regarding the importance of attendance and its link to academic success, specifically targeting families of chronically absent students making contact with families on a regular basis especially after holidays and breaks.	All students	0 None Specified None Specified No cost is associated with this strategy/activity
1.5	District providing incentive to achieve 98% or higher attendance rate.	All students	2000 LCFF
1.6	Big Buddy/Little Buddy Program specifically in place to target Multiplication Mastery and Sight word Mastery and increase engagement.	All Students	0 None Specified None Specified No Cost associated with this strategy
1.8			

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

The use of Classroom Rewards and monthly Perfect Attendance recognition has been successful and has incentivized improved attendance.



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

The addition of incentives to the Perfect Attendance award will require additional finding. While some will be cost free (ie: extra recess/homework pass) there will also be incentives that are purchased (ie: pencils/trinkets/popsicles)

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.

The goal as written last year was successful bringing down the percentage of chronically absent students. Because of this data Macy will continue with the goal with additional incentives for perfect attendance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Academic Excellence in English Language Arts and Mathematics**  
 By June 2025, Macy School will show continued growth towards high levels of achievement and college and career readiness with High (Green) or (Very High) Blue status in English Language Arts (ELA) and in Math as measured by the California School Dashboard, a 12% increase in the number of students meeting or exceeding the standard in ELA and a 10% increase in students meeting or exceeding the standard in math as measured on the annual CAASPP Smarter Balanced Assessments, and an improvement to 100% percent of students meeting their annual growth goal as measured by iReady assessment data.

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

LCAP goal to which this school goal is aligned.

**ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS** Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

California adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for successful futures in both college and careers. Macy has successfully implemented these standards and will continue to support Macy students with achievement in the implementation of these standards.

### 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
CA Dashboard for ELA	Orange	By June 2025, overall student performance for all students will show in the Green or Blue in ELA as measured by the California Dashboard for ELA.
CA Dashboard Data for Math	Orange	By June 2025, overall student performance in Math will show in the Green or Blue status as measured by the California Dashboard for Math.
CAASPP ELA Data	42% of students met or exceeded the standard	By June of 2025, 55%% of students will meet or exceeded the standard in ELA as measured by the CAASPP.
CAASPP Math Data	39% of students met or exceeded the standard	By June of 2025, 50% of students will meet or exceeded the standard in math as measured by the CAASPP.
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals As of April 2024, Macy students have	School-wide, Macy students will achieve 100% of annual growth goal in

	achieved 83% of expected growth in Reading and 75 in math.	reading and math as measured by the iReady program assessments.
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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will implement the district adopted iReady program with fidelity resulting in 100% of students reaching their Typical Average Growth and at least 50% reachig Stretch Growth. All students K-6 will complete an iReady assessment three times each year Additionally, students meeting minutes and completed lesson goals will participate in Global Play Day at the end of each trimester.	All students	0 None Specified None Specified No cost associated with this strategy/activity
2.2	Students will be instructed in Thinking Maps and Write from the Beginning and will complete one entire writing process at least once each trimester . Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.	All students	0 None Specified None Specified No cost associated with this strategy/activity
2.3	Upon completion of the iReady initial assessment at the beginning of the 2024-25 school year, teachers will refer students 2 or more years below grade level to the Intervention program. Macy will utilize intervention staff each five days a week to improve reading fluency and comprehension and math achievement with students referred by their teachers and identified as at risk students after an analysis of iReady and CAASPP data.	Students Identified as At-Risk	848.00 Title I 4000-4999: Books And Supplies Materials in support of Intervention Program 43,000 Title I 2000-2999: Classified Personnel Salaries Salary for Intervention teachers
2.4	During daily SOAR intervention time and under the direction of their teachers, all students will take part in weekly test-preparedness with teachers utilizing CAASPP FIAB's, Illuminate, released CAASPP testing questions, and teacher made practice tests.	All Students	0 None Specified None Specified No cost associated with this strategy
2.5	Implement a Master Schedule and MTSS systems that allow for 2 hours of ELA core instruction and 1 to 1.5 hours of math instruction daily (Tier 1), implementation of FOCUS 5 for in class targeted intervention (Tier 2), and pull-out for intervention students identified as at-risk by iReady and Smarter Balanced Assessments.	Tier 1 Support -All Students. Tier 2 Support-25%. Tier 3 Support-15%	
2.6	Principal will meet with all 3rd-6th grade students prior to the CAASPP to set performance goals and encourage excellent effort.	Tier 1 Support -All Students.	
2.7	Students who Meet or Exceed their goal will receive a STAR card that rewards excellent effort	Tier 1 Support -All Students.	500.00 Site Formula Funds

and performance. 6th grade students will receive recognition at the junir high school for thier excellent efforts.		4000-4999: Books And Supplies
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Despite gains in the 21-22 school year on CAASPP testing, student achievement dropped in the 22-23 school year.

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

Moving forward, Macy students will be introduced to released tesing questions and test practice activites (CAASPP FIABs,teacher made materials) on a weekly basis. Teacher focus will be standards based.

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.

Teachers will be provided with released test questions and will be trained on use of FIAB's.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Academic Excellence

By June 2025, 75% of students with disabilities will meet their annual expected growth outcomes in ELA and math as reported by iReady assessment, this subgroup will improve performance from Very Low (Red) to Low (Orange) as reported on the California Dashboard in both ELA and math, 75% of students in this subgroup will meet their Typical expected growth in iReady, additionally 100% of students in the SED subgroup will meet their annual expected growth outcomes in ELA and math as reported by iReady assessment, this subgroup will improve performance from Low (Orange) to Medium (Yellow) as reported on the California Dashboard in both ELA and math, and students in both subgroups will continue to improve their attendance rate by 5% as reported by local attendance data.

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

LCAP goal to which this school goal is aligned.

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

### 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.

As identified by the Smarter Balanced assessment, 42.38% of all students Met or Exceeded the standard in ELA and 38.58% of students scored at the Met or Exceeded achievement level in the area of Math. This slightly higher than the state averages but lower than the District averages.

### 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
CAASP	5.8% of students with disabilities meet the standard in the area of ELA and 8.89% of students in this subgroup meet the standard in math on the Smarter Balanced assessment.	Students in this subgroup will demonstrate academic growth on the 2024 CAASPP assessment with 12% of students scoring in the Met or Exceeded achievement level in the area of ELA and 15% of the students in this subgroup will meet or exceed the standard in math.
CA Dashboard	California Dashboard status of Very Low (Red) for Students with Disabilities subgroup in both reading and math and Low (Orange) for the SED subgroup.	Students in this subgroup will score at the low (Orange) or medium (Yellow) level as reported on the 2024 California Dashboard for the areas of ELA and math.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	SOAR time will be used to provide additional instruction during the school day, SWD subgroup students are to be included in SOAR groupings where appropriate.	All Students	0 None Specified None Specified
3.2	Teachers will utilize the Focus 5 strategy to plan exemplary lessons that meet the needs of all students with specific focus on students in our lowest performing subgroups (SWD, SED)	Students identified by their teacher as At Risk after careful analysis of the 2024 CAASPP data and initial beginning of the year iReady assessment.	0 None Specified None Specified
3.3	Students will use the iReady instructional program with fidelity to help build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.	All Students	0 None Specified
3.4	Release time provided for teachers to observe other teachers to ensure that staff is implementing best practices for instruction. Each grade level can observe, then meet and plan for a full school day	All Students	2000 Site Formula Funds 2000-2999: Classified Personnel Salaries Cost of grade level substitutes for all grade levels so each grade level can observe, then meet and plan for a full school day

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

Students in both the SED and SWD subgroups experienced a decline in scores as reported by CAASPP.

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

Teachers will use release time to observe and plan strategies to meet the needs of these two groups.

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.

By allowing teachers time to observe exemplary teachers and programs, students will benefit from improved planning and instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Culture

By August 2025, Macy will continue to cultivate a school culture that encourages positive feelings among staff and families through continued effective communication, and added opportunities for student enrichment and above grade level learning, offerings of tutoring and extra assistance where appropriate, as evidenced by 95% or higher on our LCAP parent survey in areas of culture and climate at the school.

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

LCAP goal to which this school goal is aligned.

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

### Identified Need

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

Review of the LCAP Parent Survey shows that while 91% of parents felt that Macy offers a strong academic program, only 73.5% of parents felt that Macy encourages high academic goals and 51.4% of parents felt that students were offered opportunities to work above grade level and for enrichment.

### 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
LCAP Survey	Review of the 2024 LCAP Parent Survey shows that 94.8% of parents surveyed believe that Macy provides a strong academic program for its students, and an increase of 12% to a total of 60.3% believe that Macy offers adequate opportunities for students to work above grade level where appropriate.	By August 2025, as seen in the LCAP surveys parents will have an overall more positive rating of the school and opportunities for student enrichment and above grade level learning
LCAP Survey	Parent comments and a PTA LCAP Review meeting led to discussion of the parent desire to have one common platform for home/school communication.	By August 2025, Macy will use schoolwide Class DOJO as its primary form of communication.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures



4.1	School Messenger at least weekly while school in session to continue improved communication with families.	All Students	0 None Specified None Specified
4.2	All students in each classroom will be given the opportunity to complete enrichment activities, where appropriate, utilizing the outdoor learning space and the Macy Garden.	All Students	
4.3	Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.	All Students	0
4.4	All students in each classroom will be given the opportunity to complete a STEAM activity at least bi-monthly with at least one time monthly in the STEAM Lab.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Cost for this strategy associated with materials to be purchased for STEAM lab activities

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

Weekly communication efforts have improved parent information and engagement, however, parents still show concern regarding opportunities for above grade level instruction where appropriate.

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

Students showing proficiency on standards will be provided opportunities for enrichment.

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.

SOAR intervention groups will remain fluid to allow for students to move in and out of standards based groupings. This will allow for specific standards based opportunities and above grade level experiences where appropriate.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

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

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





# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,348.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$43,848.00

Subtotal of additional federal funds included for this school: **\$43,848.00**

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 (\$)
	\$0.00
LCFF	\$2,000.00
None Specified	\$0.00
Site Formula Funds	\$5,500.00

Subtotal of state or local funds included for this school: **\$7,500.00**

Total of federal, state, and/or local funds for this school: **\$51,348.00**

# 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
	0.00
LCFF	2,000.00
None Specified	0.00
Site Formula Funds	5,500.00
Title I	43,848.00

### Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
2000-2999: Classified Personnel Salaries	45,000.00
4000-4999: Books And Supplies	4,348.00
None Specified	0.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	2,000.00
	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,000.00

4000-4999: Books And Supplies
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies

Site Formula Funds
Title I
Title I

3,500.00
43,000.00
848.00

## Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
4,000.00
44,348.00
2,000.00
1,000.00

# 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**

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 4/29/2024.

Attested:



Principal, Patricia K. Jacobsen on 4/29/2024

SSC Chairperson, Chelsea Shrainer on 4/29/2024



## School Site Council Membership

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

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

Name of Members	Role
Enrique Aranda	Parent or Community Member
Amy Knierim	Parent or Community Member
Shannon Ladwig	Parent or Community Member
Shannon Hammer	Parent or Community Member
Chelsea Shrainer	Other School Staff
Christian Mangold	Classroom Teacher
Mary Shaw	Classroom Teacher
Patty Jacobsen	Principal
Michelle Valdez	Classroom Teacher
Daniel Gonzalez	Parent or Community Member
Carol Bernhard	Classroom Teacher

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

## Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

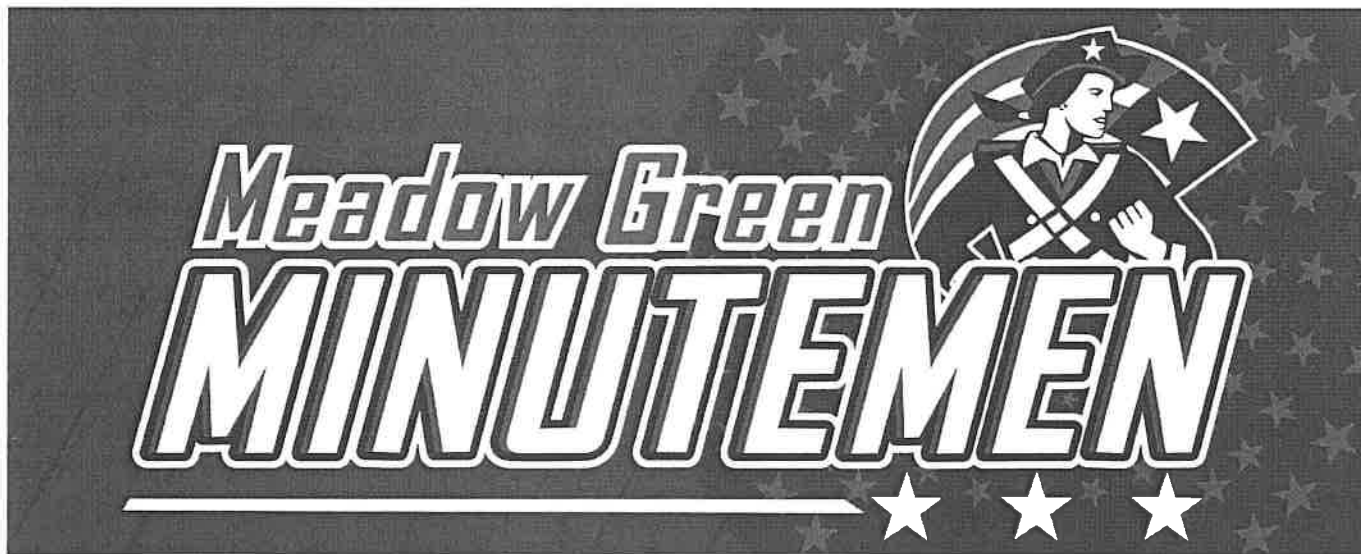
Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Elementary	Green 30647666020192	April 11, 2024	May 6, 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 Meadow Green Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide.

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities .....	5
Comprehensive Needs Assessment Components .....	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs .....	6
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	15
California School Dashboard .....	19
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1 .....	32
Goal 2.....	37
Goal 3.....	42
Goal 4.....	48
School Site Council Membership .....	50
Recommendations and Assurances .....	51
Instructions.....	52
Appendix A: Plan Requirements .....	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....	62
Appendix C: Select State and Federal Programs .....	65

# Plan Description

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

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

## Schoolwide Program

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

# Educational Partner Involvement

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

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

Meadow Green School Site Council nominations and elections were conducted in August 2023. The School Site Council, consisting of parents and staff met to review needs-assessment on September 2023. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2024/25 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year. SSC again analyzed data and conducted a needs assessment in January and April of 2024 during SSC meetings in preparation to adopt a SPSA in the Spring for the 2024/25 school year. Elections for open SSC positions will be held upon the return to school in Fall 2024. The SSC will analyze campus data in the Fall and recommend any changes if necessary in goals and/or strategies/activities based on on-going comprehensive needs assessment throughout the year. The Title 1 sub committee will also convene in the Fall and make any recommended changes needed based on 24/25 Title 1 budget allocations.

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August and during PTA meetings, which take place from August -May. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness. A 2024 Title 1 information night will be held in Fall 2024, along with monthly PTA meetings throughout the school year. The district sends a family and staff LCAP survey, the results of which are used to draft each year's SPSA, which contains goal areas that are aligned with LCAP goal areas. Below are 2023/24 results:

My student has been provided a consistent instructional program: 97%

- My student has been provided the necessary technology support: 96%
- School staff is welcoming and supportive- 97%

School and district have provided consistent and informative updates-94%

- Staff provides a strong core academic program: 98%

School routinely encourages students and parents to set high goals- 78%

School provides information about student's academic performance-99%

School provides academic support- 91%

School offers opportunities for students to work above grade level if appropriate- 59% (32% responded don't know)



School provides a balanced academic program-94%  
 Power Source has been a positive program- 62% (32% responded did not participate)  
 Expectations for behavior are high and students are encouraged to be responsible citizens 94%  
 School is safe, orderly, and well-disciplined-97%  
 Student is happy to go to school-96%  
 School rules are enforced consistently with all students- 82%(12% responded don't know)

- Staff provides a high level of service for student/family- 96%

School is friendly, pleasant, respectful, and welcoming- 97%

- Student is provided an appropriate level of academic challenge-91%
- Staff makes parents feel welcome and part of school- 96%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 94%

Benefit from additional parent education opportunities- 85%

- I feel comfortable initiating discussion w/ school staff about concerns- 94%
- Principal treats staff, parents, and students w/ respect-100%
- Principal works collaboratively-75% (15% responded don't know)
- Principal communicates clearly- 95%
- Principal assists w/ resolution of parent / student concerns- 80% (10% responded don't know)

- Principal follows through w/ commitments- 80% (10% responded don't know)
- Principal maintains visibility and accessibility-100%
- Principal provides adequate and timely information-100%
- I have access to technology and emails from school- 100%
- Within its capabilities, school provides resources needed for strong educational environment- 100%

Child has access to needed instructional materials-96%

- School is kept clean- 95%
- Child understands work in reading, math, science, and history- 85%

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. SSC will convene in Fall of 2024 to amend the Title I budget if needed based on the allocation at that time. Meadow Green's SSC takes on the responsibilities of ELAC and there is an ELAC parent representative who provides feedback on the plan and represents the school on the DELAC.

In April 2024, SSC analyzed the most current school data to adopt goals and a SPSA plan for the 2024/25 school year. SSC will amend the plan, if needed, upon the return to school in 2024/25.

## 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.

Not applicable.

## 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.

Not applicable, all indicators are Yellow or higher.

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.

Not applicable, no subgroups were two or more performance levels below "all student" performance for any Dashboard area.

## Other Needs

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

iReady assessments are completed twice yearly (beginning of year, mid year, and end of year) to measure academic achievement and progress. School administration regularly monitors attendance and ODRs throughout the year. Staff utilize these data to identify and support students needing in-school and extended day interventions.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0%		1	0
African American	1.8%	2.41%	2.44%	9	12	12
Asian	6.5%	8.25%	7.52%	33	41	37
Filipino	2.0%	1.61%	1.63%	10	8	8
Hispanic/Latino	72.3%	70.82%	69.51%	366	352	342
Pacific Islander	%	%	0%			0
White	15.2%	15.49%	16.67%	77	77	82
Multiple/No Response	2.2%	1.21%	2.24%	11	6	11
<b>Total Enrollment</b>				506	497	492

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	86	95
Grade 1	70	58	70
Grade 2	60	66	59
Grade 3	60	54	69
Grade 4	76	65	57
Grade 5	90	72	66
Grade 6	76	96	76
<b>Total Enrollment</b>	506	497	492

#### Conclusions based on this data:

1. Meadow Green enrollment continues to range between about 490-510 students.
2. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		23	18		4.6%	3.7%
Fluent English Proficient (FEP)		25	31		5.0%	6.3%

### Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 3% to 5% throughout the past three school years. This is a lower percentage than 5 or more years prior. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2024/25.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSJ Aeries system.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54	70	61	54	70	61	54	70	100.0	100.0	100.0
Grade 4	75	64	63	74	64	63	74	64	63	98.7	100.0	100.0
Grade 5	91	72	67	89	72	66	89	72	66	97.8	100.0	98.5
Grade 6	75	92	74	74	90	74	74	90	74	98.7	97.8	100.0
All Grades	302	282	274	298	280	273	298	280	273	98.7	99.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2441.	2477.	2470.	36.07	51.85	50.00	19.67	24.07	18.57	22.95	18.52	15.71	21.31	5.56	15.71
Grade 4	2502.	2504.	2482.	36.49	32.81	30.16	28.38	32.81	17.46	24.32	20.31	26.98	10.81	14.06	25.40
Grade 5	2536.	2557.	2555.	31.46	40.28	40.91	30.34	38.89	34.85	22.47	13.89	13.64	15.73	6.94	10.61
Grade 6	2539.	2559.	2573.	20.27	22.22	27.03	29.73	42.22	47.30	36.49	25.56	17.57	13.51	10.00	8.11
All Grades	N/A	N/A	N/A	30.87	35.00	37.00	27.52	35.71	30.04	26.51	20.00	18.32	15.10	9.29	14.65

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	46.30	41.43	67.21	46.30	48.57	6.56	7.41	10.00
Grade 4	24.32	34.38	20.63	72.97	62.50	65.08	2.70	3.13	14.29
Grade 5	32.58	30.56	31.82	62.92	63.89	65.15	4.49	5.56	3.03
Grade 6	31.08	27.78	35.14	55.41	64.44	52.70	13.51	7.78	12.16
All Grades	28.86	33.57	32.60	64.43	60.36	57.51	6.71	6.07	9.89

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	24.07	24.29	55.74	64.81	58.57	27.87	11.11	17.14
Grade 4	18.92	14.06	19.05	64.86	71.88	53.97	16.22	14.06	26.98
Grade 5	30.34	33.33	31.82	47.19	55.56	59.09	22.47	11.11	9.09
Grade 6	12.16	20.00	28.38	64.86	62.22	54.05	22.97	17.78	17.57
All Grades	20.13	22.86	26.01	57.72	63.21	56.41	22.15	13.93	17.58

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.48	18.52	18.57	78.69	77.78	75.71	9.84	3.70	5.71
Grade 4	18.92	20.31	19.05	72.97	71.88	65.08	8.11	7.81	15.87
Grade 5	19.10	18.06	15.15	74.16	76.39	80.30	6.74	5.56	4.55
Grade 6	14.86	17.78	13.51	82.43	78.89	79.73	2.70	3.33	6.76
All Grades	16.44	18.57	16.48	76.85	76.43	75.46	6.71	5.00	8.06

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	38.89	37.14	77.05	53.70	55.71	6.56	7.41	7.14
Grade 4	21.62	21.88	17.46	72.97	64.06	66.67	5.41	14.06	15.87
Grade 5	26.97	31.94	28.79	64.04	52.78	63.64	8.99	15.28	7.58
Grade 6	22.97	20.00	29.73	70.27	73.33	60.81	6.76	6.67	9.46
All Grades	22.48	27.14	28.57	70.47	62.14	61.54	7.05	10.71	9.89

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**Conclusions based on this data:**

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 70% and 65%%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students continue to exhibit strong performance in comparison to peers in LJSD, LA, OC, and CA.
- Reading and listening are domain areas that has continued to show as a strength over the past 3 years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54	70	61	54	69	61	54	69	100.0	100.0	98.6
Grade 4	75	64	63	74	64	63	74	64	63	98.7	100.0	100.0
Grade 5	91	72	67	88	72	66	88	72	66	96.7	100.0	98.5
Grade 6	75	92	74	74	89	74	74	89	74	98.7	96.7	100.0
All Grades	302	282	274	297	279	272	297	279	272	98.3	98.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2443.	2457.	2471.	16.39	24.07	44.93	36.07	38.89	27.54	32.79	24.07	13.04	14.75	12.96	14.49
Grade 4	2472.	2494.	2489.	17.57	21.88	22.22	28.38	35.94	28.57	32.43	29.69	38.10	21.62	12.50	11.11
Grade 5	2504.	2514.	2529.	19.32	26.39	28.79	20.45	13.89	24.24	32.95	30.56	25.76	27.27	29.17	21.21
Grade 6	2491.	2545.	2544.	10.81	24.72	22.97	14.86	20.22	29.73	33.78	34.83	28.38	40.54	20.22	18.92
All Grades	N/A	N/A	N/A	16.16	24.37	29.78	24.24	25.81	27.57	33.00	30.47	26.10	26.60	19.35	16.54

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	31.48	43.48	54.10	62.96	46.38	16.39	5.56	10.14
Grade 4	25.68	37.50	26.98	43.24	43.75	50.79	31.08	18.75	22.22
Grade 5	18.18	23.61	25.76	51.14	45.83	54.55	30.68	30.56	19.70
Grade 6	6.76	26.97	22.97	45.95	48.31	54.05	47.30	24.72	22.97
All Grades	19.53	29.39	29.78	48.48	49.46	51.47	31.99	21.15	18.75

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	29.63	42.03	52.46	46.30	43.48	18.03	24.07	14.49
Grade 4	18.92	23.44	22.22	54.05	62.50	57.14	27.03	14.06	20.63
Grade 5	14.77	16.67	30.30	54.55	61.11	48.48	30.68	22.22	21.21
Grade 6	10.81	14.61	17.57	52.70	61.80	63.51	36.49	23.60	18.92
All Grades	17.85	20.07	27.94	53.54	58.78	53.31	28.62	21.15	18.75

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	27.78	44.93	57.38	64.81	39.13	16.39	7.41	15.94
Grade 4	17.57	20.31	23.81	64.86	67.19	61.90	17.57	12.50	14.29
Grade 5	18.18	19.44	18.18	68.18	59.72	69.70	13.64	20.83	12.12
Grade 6	13.51	19.10	18.92	63.51	74.16	64.86	22.97	6.74	16.22
All Grades	18.52	21.15	26.47	63.97	67.03	58.82	17.51	11.83	14.71

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

- Overall, on Math CAASPP assessments, the the percentage of students meeting or exceeding standards has ranged over the past three years between 42% and 57.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math. Students meeting or exceeding standard grew about 7% from 21/22 to 22/23
- Communicating reasoning continues to be a strength area for Meadow Green students.

3. Problem solving / data analysis and concepts and procedures were the domains with the greatest number of students below standard (18.75%).

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	6	9	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	6	*	*
3	*	*	*	*	*	*	*	*	*	*	4	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										26	24	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.92	29.17	15.79	46.15	20.83	36.84	19.23	41.67	42.11	7.69	8.33	5.26	26	24	19

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.62	16.67	31.58	42.31	50.00	47.37	23.08	29.17	21.05	0.00	4.17	0.00	26	24	19

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.23	20.83	10.53	34.62	25.00	26.32	34.62	37.50	42.11	11.54	16.67	21.05	26	24	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	42.31	37.50	42.11	57.69	58.33	36.84	0.00	4.17	21.05	26	24	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	38.46	16.67	31.58	57.69	66.67	63.16	3.85	16.67	5.26	26	24	19

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	20.83	15.79	61.54	58.33	57.89	19.23	20.83	26.32	26	24	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.92	29.17	21.05	65.38	54.17	57.89	7.69	16.67	21.05	26	24	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- Overall, based on the most current data, Meadow Green ELL students are performing at Level 3 or above in the ELPAC assessment, with level 2 being the achievement criteria with the greatest number of students. Due to the small sample size number of students tested (19), results and conclusions should be interpreted with caution.
- Oral language, listening domain is the highest performing sub test area, with 42% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
- Writing is the lowest sub test area, with 21% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys and Thinking Maps/Write from the Beginning programs to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>492</b>	<b>58.5</b>	<b>3.7</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Meadow Green Elementary.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	3.7
Foster Youth		
Homeless	8	1.6
Socioeconomically Disadvantaged	288	58.5
Students with Disabilities	44	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4
Asian	37	7.5
Filipino	8	1.6
Hispanic	342	69.5
Two or More Races	11	2.2
White	82	16.7

### Conclusions based on this data:

1. The number of SED students has grown to 58.5%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.

2. ELL student numbers remains below 5%. Meadow Green staff continue to strive to support all ELL students with attaining RFEP status.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.



# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance. ELA is at level Green & Math is at level Green.
2. Overall suspension rate remains low and at a Green rating.
3. The rate of chronic absenteeism dropped and has a Yellow rating.



# School and Student Performance Data

## Academic Performance English Language Arts

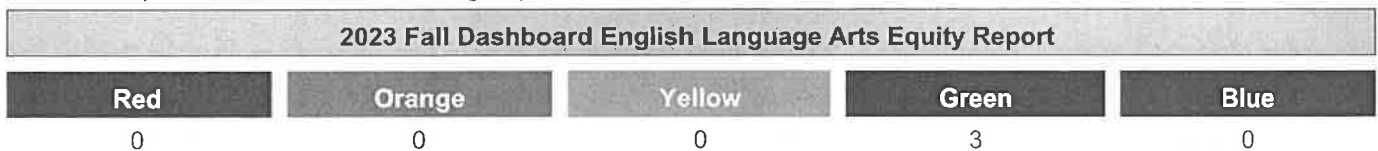
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #eee;">38.5 points above standard</td> </tr> <tr> <td>Maintained -0.9 points</td> </tr> <tr> <td>262 Students</td> </tr> </tbody> </table>	All Students	 Green	38.5 points above standard	Maintained -0.9 points	262 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td>37.6 points below standard</td> </tr> <tr> <td style="background-color: #eee;">Decreased Significantly -62.9 points</td> </tr> <tr> <td>15 Students</td> </tr> </tbody> </table>	English Learners	37.6 points below standard	Decreased Significantly -62.9 points	15 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	0 Students
All Students														
 Green														
38.5 points above standard														
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English Learners														
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15 Students														
Foster Youth														
Less than 11 Students														
0 Students														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>4 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	4 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #eee;">21.9 points above standard</td> </tr> <tr> <td>Increased +3.9 points</td> </tr> <tr> <td>155 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	21.9 points above standard	Increased +3.9 points	155 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>76.1 points below standard</td> </tr> <tr> <td style="background-color: #eee;">Decreased Significantly -42.2 points</td> </tr> <tr> <td>28 Students</td> </tr> </tbody> </table>	Students with Disabilities	76.1 points below standard	Decreased Significantly -42.2 points	28 Students
Homeless														
Less than 11 Students														
4 Students														
Socioeconomically Disadvantaged														
 Green														
21.9 points above standard														
Increased +3.9 points														
155 Students														
Students with Disabilities														
76.1 points below standard														
Decreased Significantly -42.2 points														
28 Students														

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  6 Students	 No Performance Color 0 Students	91.9 points above standard Increased +4.1 points  17 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 30.2 points above standard Decreased -5.9 points  185 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students	 Green 41.7 points above standard Increased +8.8 points  45 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  6 Students	Less than 11 Students  9 Students	41.3 points above standard Maintained +0.5 points  233 Students

**Conclusions based on this data:**

- Overall, Meadow Green performance in ELA was at the Green Level on the CA Data Dashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
- All subgroups with enough enrollment to receive a color rating achieved Green or better in performance.
- Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed 41.3 points above standard. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

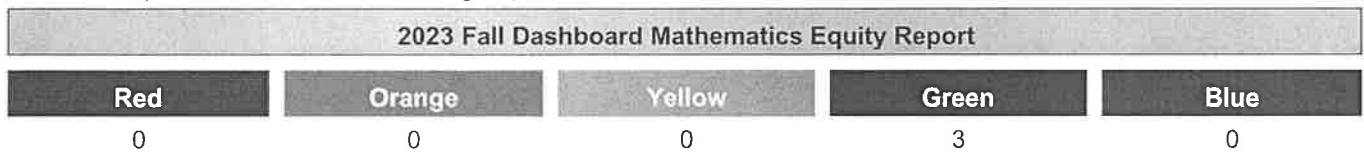
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>10.2 points above standard Increased +10.4 points</p> <p>261 Students</p>	<p><b>English Learners</b></p> <p>70 points below standard Decreased Significantly -74.2 points</p> <p>15 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>7.6 points below standard Increased +10.1 points</p> <p>154 Students</p>	<p><b>Students with Disabilities</b></p> <p>93.2 points below standard Decreased Significantly -40.3 points</p> <p>28 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b> Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 83.2 points above standard Increased +14.6 points 17 Students	<b>Filipino</b> Less than 11 Students 5 Students
<b>Hispanic</b>  Green 1.1 points above standard Increased +8.4 points 184 Students	<b>Two or More Races</b> Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 9.7 points above standard Increased +9.4 points 45 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
<b>Current English Learner</b> Less than 11 Students 6 Students	<b>Reclassified English Learners</b> Less than 11 Students 9 Students	<b>English Only</b> 13 points above standard Increased +13.1 points 232 Students

**Conclusions based on this data:**

- Overall, Meadow Green performance in Math was at the Green Level on the CA Data Dashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
- All significant subgroups performed Green or higher
- Meadow Green did not have enough RFEP or English Learners students take the assessments (less than 11) to receive valid or reliable data. English only students performed 13 points above standard. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
40 points above standard making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level

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.

### 2023 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
2	7	0	6

#### Conclusions based on this data:

- 87% of students maintained or grew an ELPI level. Overall, students were 40 points above standard in making progress towards English language proficiency.
- 13% of students decreased a level.
- Overall, ELL students are not a significant subgroup in number of EL students. Because of the low number of EL students, a performance level is not able to be issued by CDE due to the volatility associated with small subgroup size. Due to the subgroup size data and conclusions from these data should be interpreted with caution.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

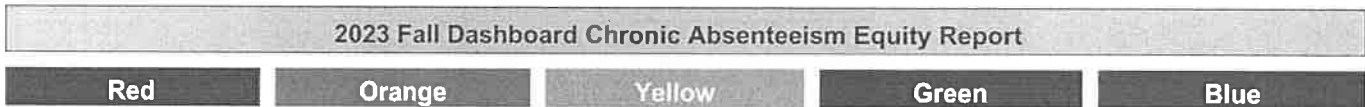
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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



This section provides number of student groups in each level.








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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 17.5% Chronically Absent Declined Significantly -5 513 Students	<b>English Learners</b> 25.9% Chronically Absent Declined -6.2 27 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 20.8% Chronically Absent Declined Significantly -9.2 307 Students	<b>Students with Disabilities</b>  Orange 24.6% Chronically Absent Declined -1.8 61 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
15.4% Chronically Absent Increased 15.4 13 Students	 No Performance Color 0 Students	 Green 8.1% Chronically Absent Declined -1.4 37 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.9% Chronically Absent Declined Significantly -7.1 359 Students	41.7% Chronically Absent 0 12 Students	 No Performance Color 0 Students	 Yellow 13.1% Chronically Absent Declined -5.1 84 Students

**Conclusions based on this data:**

1. The rate of chronic absenteeism declined significantly and was rated Yellow for all students.
2. All subgroups were Yellow or higher except students with disabilities, who are rated as Orange.
3. Students with disabilities rate of chronic absenteeism declined, but was still high enough to be rated as Orange. This rating is one level below the All Students rating (Yellow).

# School and Student Performance Data

## Conditions & Climate Suspension Rate

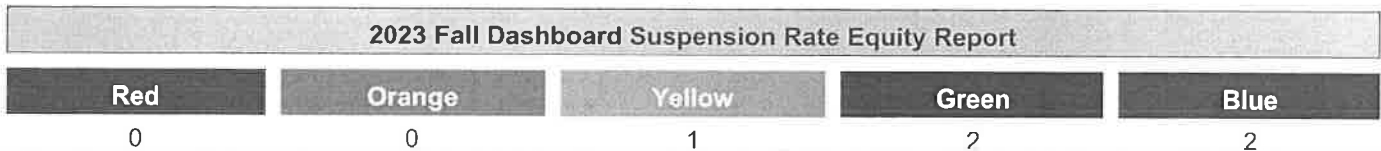
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>   Green  0.8% suspended at least one day  Declined -0.9 518 Students	<b>English Learners</b>  3.7% suspended at least one day  Increased 3.7 27 Students	<b>Foster Youth</b>  Less than 11 Students 2 Students
<b>Homeless</b>  Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>   Green  1.3% suspended at least one day  Declined Significantly -1.8 312 Students	<b>Students with Disabilities</b>   Yellow  4.9% suspended at least one day  Declined -2.2 61 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>7.1% suspended at least one day</p> <p>Increased 7.1 14 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 37 Students</p>	<p>Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0.6% suspended at least one day</p> <p>Declined Significantly -1.1 362 Students</p>	<p>0% suspended at least one day</p> <p>12 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Green</p> <p>1.2% suspended at least one day</p> <p>Declined -2.2 85 Students</p>

**Conclusions based on this data:**

- Overall, suspensions remain well below the district, local county, and state level.
- A green rating was achieved.
- All subgroups are rated Yellow or higher.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### School Climate and Culture

By June 2025, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, ODR PBIS data, and annual suspension date.

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

LCAP goal to which this school goal is aligned.

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### 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.

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

### 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
CA School Dash Board Indicator of status and growth for suspension rate-All Students (If available)	Green	Green or blue (or low)
Percentage of students 2 or more Office Discipline Referrals (ODR) majors in an academic year	2% (as of April 2024)	2% or fewer
Major Behavior of Vandalism Incidents Occurring in Hall Way and Restroom Locations	2 Weekly (as of 04/2024)	Fewer than 1 weekly

### 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	1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.	All students.	250 Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students for PALs, PBIS,

			restorative practices, or other applicable programs. 50 Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.
1.2	1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.	All students.	
1.3	1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.	All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.	1000 Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate. 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 500 Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program. 1000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-

			risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
1.4	1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.	All, including low performing subgroups.	500 Title I 5000-5999: Services And Other Operating Expenditures Project Wisdom curriculum, to provide daily messages aligned to LJSD character education program.
1.5	1.5 Great Kindness Week Challenge Participation	All, including low performing subgroups .	250 Title I 4000-4999: Books And Supplies Materials and supplies for great kindness week challenge.
1.6	1.6 Big Buddy Little Buddy Program between the special education preschool, general education TK and K classrooms and regular education upper graders (PAL students).	Students with disabilities	
1.7	1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.	All, including low performing subgroups.	2000 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Assemblies  Parent-Teacher Association (PTA)  Apex leadership program in Spring
1.8	1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.	All, including low performing subgroups.	3000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors extra time 500 Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above 500 Title I 2000-2999: Classified Personnel Salaries

			Benefits for salaries listed above 5000 Title I 2000-2999: Classified Personnel Salaries Salaries for additional campus supervision by campus supervision aides outside of lunch time hours to support implementation of PBIS systems in hallways and restrooms to support metric / indicator 3 in this goal area.
1.9	1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.	All, including low performing subgroups.	500 Donations 4000-4999: Books And Supplies Supplies and awards for monthly playground PRIDE and Silver Spoon winners.
1.10	1.10- Monthly Strategic Collaboration w/ Admin and PPS	All, including any low performing sub groups.	Admin and PPS will collaborate and discuss data and wraparound supports for students, specifically targeting any in low performing subgroups.
1.11	1.11- Additional Counseling Support- As available, School will supplement regularly available counseling and psychology services by adding days / hours or intern service.	All, including low performing subgroups.	2000 Title I 1000-1999: Certificated Personnel Salaries Salaries for additional counseling / psychology support.

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

Overall, the goal was met. Data indicate that strategies / activities in place to support this area are working effectively.

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

There were no major differences.

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.

In 23/24 in this goal area additional counseling supports were added under this goal area, which will be continued in 24/25.





# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Student and Family Engagement- Attendance**  
 By June 2025, Meadow Green will maintain a high level of student and family engagement as measured by SEL screener/assessment, rate of chronic absenteeism, based on the metric/indicators below.

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

LCAP goal to which this school goal is aligned.

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

### Identified Need

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

Numerous research studies have proven the link between school attendance and engagement and student outcomes. This is also a state and LJSD priority area.

### 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
CoVitality SEL Screener % of students "at-risk"	10%	5% or fewer
Chronic Absenteeism CA Dashboard Indicator	Yellow	Green or Blue
LCAP Survey- Awareness of School Family Engagement Opportunities	Agree/Strongly Agree- 93%	At least 90% or higher
Chronic Absenteeism Rate	17.5	12.5% or lower

### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.	All Students	100 Unrestricted 4000-4999: Books And Supplies Materials and supplies 500

			Title I 4000-4999: Books And Supplies Materials to post around campus to promote awareness of the importance of positive attendance.
2.2	2.2 Celebrate 100% attendance daily in classrooms and positive attendance. Recognize these classes during morning announcements.	All Students	
2.3	2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.	All, including low perming subgroups.	
2.4	2.4 SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.	Students with chronic absenteeism - Including low perming subgroups.	
2.5	2.5 Participation in the District Attendance Incentive Program-0 All, including low perming subgroups.	All	
2.6	2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.	All	1000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for extra hours for office staff for clerical and communication support. 1000 Unrestricted 4000-4999: Books And Supplies New two-way radio communication handsets and chargers to replace non-functioning units. 250 Unrestricted 3000-3999: Employee Benefits Benefits for salaries listed above.
2.7	2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.	Students with or at-risk for chronic absenteeism including low perming subgroups.	100 Title I 4000-4999: Books And Supplies Materials and supplies for Saturday Academy
2.8	2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.	Parent Engagement of Tier III Students, including low perming subgroups.	100 Title I 2000-2999: Classified Personnel Salaries Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to

			<p>attend evening family engagement activities. 50 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 250 Title I 1000-1999: Certificated Personnel Salaries Salaries for staff to develop and implement out of school/evening family education/engagement events. 100 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 100 Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.</p>
<b>2.9</b>	2.9- Art and VAPA Education	All, including low perming subgroups.	<p>District Funded 1000-1999: Certificated Personnel Salaries Music teacher will provide weekly music instruction to all students TK-6.</p> <p>District Funded 1000-1999: Certificated Personnel Salaries 5tyh/6th grade students will have the opportunity to receive weekly instruction in band. 3rd and 4th grade recorders</p>
<b>2.10</b>	2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.	All Students, All, including low perming subgroups.	<p>15000 Unrestricted 4000-4999: Books And Supplies Supplies, materials, and equipment to ensure daily operations of the school site.</p>
<b>2.11</b>	2.11- Technology to support engagement for early learning and early literacy and extended learning opportunities.	All Students , All, including low perming subgroups.	<p>4000 Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access</p>

			and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM.
2.12	2.12- Project Lead the Way (PLTW) Launch program will be implemented to support coding and STEM learning	ALL Students, All, including low perming subgroups.	1000 Other 5000-5999: Services And Other Operating Expenditures PLTW Grant used to fund PLTW software program license 7000 Other 5000-5999: Services And Other Operating Expenditures PLTW grant used to fund PLTW launch training for classroom teachers 1000 Title I 1000-1999: Certificated Personnel Salaries Sub release as needed for PLTW training and curriculum development 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above 1000 Title I 4000-4999: Books And Supplies Supplies and materials to implement PLTW Launch program
2.13	Power Source Before and After School- ELOP Program	All, including low perming subgroups. Students from SED subgroup have scholarships available to reduce / eliminate program cost.	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries Salaries for coordinators  Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries

			Salaries for teachers (robotics, coding, dance, performing arts, spanish).  Extended Learning Opportunity 5800: Professional/Consulting Services And Operating Expenditures Contracts with service providers (sports, art, robotics, coding, cooking, dance)
2.14	2.14- Monthly Strategic Collaboration w/ Admin and PPS	Low Performing Subgroups	Admin and PPS will meet monthly to review data and discuss wraparound supports for students in low performing subgroups

# Annual Review

SPSA Year Reviewed: 2023-24

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

## Analysis

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

Overall the rate of chronic absenteeism dropped and the dashboard rating improved to Yellow. These data indicate overall effectiveness of the strategies / activities in this goal area.

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

There were no major differences.

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.

Additional STEM opportunities were added to increase exposure and engagement in STEM. These areas are in the SPSA under this goal in strategies and activities.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Academic Excellence in English Language Arts and Mathematics

By June 2025, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green or high" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

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

LCAP goal to which this school goal is aligned.

Academic Excellence - Learning for All Students. Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

### 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
CA Dashboard Rating in Math	Green	Green or Blue Status (Growth and Status in Distance from Level 3)
CA Dashboard Rating in ELA.	High	Green or Blue Status (Growth and Status in Distance from Level 3)
CAASPP ELA Baseline	67% of students met or exceeded standard	77% of students will meet or exceed standard
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals. As of January 2024, we have achieved 88% of expected growth in reading and 60% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the iReady program.
CAASPP Math Baseline	57% of students met or exceeded standard	67% of students will meet or exceed standard

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Students in grades 3-6 will be given a base line iReady assessment three times a year as a progress monitoring tool.	All	
3.2	3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3-5 days per week.	Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%	35000 Title I 1000-1999: Certificated Personnel Salaries Salary for Intervention Support Teacher(s) 3-5 days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis. 2500 Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
3.3	3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.	All	
3.4	3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.	All	500 Title I 1000-1999: Certificated Personnel Salaries Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions. 100 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 500 Title I 1000-1999: Certificated Personnel Salaries Substitute release time for curriculum development and to attend professional development
3.5	3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading	Tier I (All), Tier II (Targeted Intervention).	11340 District Funded

	<p>Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including iReady (K-6), R Lexia (TK-2), Reading Plus (3-6), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.</p>	<p>and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.</p>	<p>5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green. 750 Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers. 3300 Title I 5000-5999: Services And Other Operating Expenditures Site-wide license for Reflex Math 2000 Title I 5800: Professional/Consulting Services And Operating Expenditures Lexia supplemental licenses for phonics intervention  District Funded 5800: Professional/Consulting Services And Operating Expenditures iReady Site License for Assessment and Adaptive Lessons 1000 Title I 4000-4999: Books And Supplies Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses. 1000 Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science and other science programs. 3000 Title I 5000-5999: Services And Other Operating Expenditures</p>
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			<p>School-wide license for Flocabulary 1000 Title I 5000-5999: Services And Other Operating Expenditures Spelling Stars Licenses</p>
3.6	3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.	All Students	<p>500 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics. 1000 Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through AGSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related to distance learning and hybrid and/or virtual teaching. 250 Title I 3000-3999: Employee Benefits Benefits for salaries listed above. 1000 Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, discovery science, EDI, and other areas of curriculum development. 250 Title I 2000-2999: Classified Personnel Salaries</p>

			Benefits for salaries listed above.
3.7	3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.	All	10000 Unrestricted 4000-4999: Books And Supplies Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student. 500 Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math
3.11	3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Sync) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.	All	
3.13	3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.	Tier II and Tier III	8000 District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 2000-2999: Classified Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above.

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

Overall goal areas were met and show effectiveness of strategies / activities in this goal area.

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

There were no major differences.

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

Based on analysis of dashboard data (overall and for all subgroups) no changes were made other than increasing performance and rigor of performance expectations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### English Language Development- ELD

By June 2025, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual ELPAC results and reclassification rate.

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

LCAP goal to which this school goal is aligned.

#### Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### Identified Need

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

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

### 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
Percentage of students meeting the criteria for RFEP	42%	50%
Percentage of Students scoring level 3 or 4 on annual summative ELPAC assessments.	52%	62%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.	English Language Learners	19000 District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners. 3000

			District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.
4.2	EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.	English Language Learners	
4.3	EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.	English Language Learners	
4.4	EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.	English Learners	
4.5	EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).	Tier II and Tier III English Learners	
4.6	EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.	English Learners	
4.7	EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.	English Language Learners	

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

Overall goal areas were met and show effectiveness of strategies / activities in this goal area.

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

There were no major differences.

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

Based on analysis of dashboard data (overall and for all subgroups) no changes were made other than increasing performance and rigor of performance expectations.

# School Site Council Membership

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

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

Name of Members	Role
Matt Cukro- Principal	Principal
Krista Karr- Teacher	Classroom Teacher
Michelle Van der Lee- Teacher-	Classroom Teacher
Jocelyn Bolanos- Teacher-	Classroom Teacher
Darleene Pullen- Classified Staff-	Other School Staff
Rosario Hernandez- Parent/ELAC Rep	Parent or Community Member
Bree Cannon- Parent	Parent or Community Member
Amanda Tamburino- Parent	Parent or Community Member
Maria Gonzalez - Parent	Parent or Community Member
Brittany Emerson- Parent/PTA Representative	Parent or Community Member

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

# Recommendations and Assurances

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

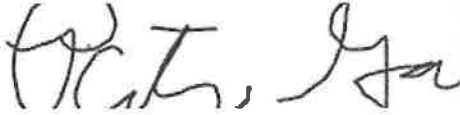
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**




English Learner Advisory Committee

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 04/13/2023.

Attested:



Principal, Matt Cukro on 4/11/2024



SSC Chairperson, Jocelyn Bolanos on 04/11/2024

## Instructions

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

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

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

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



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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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



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

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olita Elementary School	30647666020200	April 11, 2024	May 4, 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 Olita Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

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

# Table of Contents

- SPSA Title Page .....1
- Table of Contents.....2
- Plan Description.....3
- Educational Partner Involvement.....3
- Resource Inequities .....3
- Comprehensive Needs Assessment Components .....3
  - California School Dashboard (Dashboard) Indicators.....3
  - Other Needs.....4
- School and Student Performance Data .....5
  - Student Enrollment.....5
  - CAASPP Results.....7
  - ELPAC Results .....12
  - California School Dashboard .....16
- Goals, Strategies, & Proposed Expenditures.....30
  - Goal 1.....30
  - Goal 2.....33
  - Goal 3.....36
  - Goal 4.....38
- Budget Summary .....40
  - Budget Summary .....40
  - Other Federal, State, and Local Funds.....40
- Budgeted Funds and Expenditures in this Plan .....41
  - Funds Budgeted to the School by Funding Source.....41
  - Expenditures by Funding Source .....41
  - Expenditures by Budget Reference .....41
  - Expenditures by Budget Reference and Funding Source .....41
  - Expenditures by Goal.....42
- School Site Council Membership .....43
- Recommendations and Assurances .....44
- Instructions.....45
- Appendix A: Plan Requirements .....52
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....55
- Appendix C: Select State and Federal Programs .....58

## Plan Description

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

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

### Schoolwide Program

The staff at Olita Elementary School is working to meet all ESSA requirements by using the District adopted, state approved curriculum to meet the needs of all students. Our struggling readers in grades Kindergarten through third grade are receiving intensive foundational reading skills by attending daily sessions with our Leveled Literacy Intervention teacher. All students' needs are being met through our during-school enrichment/intervention sessions focusing on English Language Arts and Math skills. . These sessions occur weekly and progress monitoring allows for regrouping periodically throughout the year as needed. All subgroups are identified and monitored throughout this process. Also, all students are using the iReady program for ELA and Math for a minimum of 45 minutes each week with fidelity.

## Educational Partner Involvement

How, when, and with whom did Olita Elementary 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 planning process for this year's SPSA began early this year. Since the start of school, the teachers have discussed several ways to support our students. While many topics were discussed, some actual goals will be very similar to last year's goals, but due to SBAC scores not being in until later this year, we will focus on data from iReady to drive goals. Our 3rd through 6th grade students will take the state assessment through CAASPP in May 2024. Our School Site Council has met to discuss plans and goals for this year. School Site Council meeting is scheduled for April 11, 2024 to review and approve this upcoming year's goals. Next year's School Site Council will meet four times throughout the 24-25 school year to monitor and adjust goals and/or actions to meet the goals.

## 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.

As part of the Comprehensive Needs Assessment a large portion of our students did not have access to before and after school intervention. To make sure that all students have access we implemented during the school day intervention sessions to meet the needs of all students. We will also begin before school tutoring which will be offered to a select group of students based on need and teacher recommendation.

## 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.

Olita students scored in the "Orange" category for English Language Arts and in the "Red" category for Chronic Absenteeism.



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

There are no student groups that scored two performance levels below the "all student" performance level.

### **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.24%	0.23%		1	1
African American	1.4%	1.18%	0.92%	6	5	4
Asian	4.7%	4.27%	4.85%	20	18	21
Filipino	2.3%	2.37%	2.77%	10	10	12
Hispanic/Latino	66.0%	68.72%	67.67%	283	290	293
Pacific Islander	1.2%	0.95%	0.69%	5	4	3
White	19.6%	17.30%	17.32%	84	73	75
Multiple/No Response	1.6%	1.66%	3%	7	7	13
<b>Total Enrollment</b>				429	422	433

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	65	71
Grade 1	63	61	62
Grade 2	51	57	62
Grade 3	49	55	59
Grade 4	63	53	56
Grade 5	70	62	54
Grade 6	64	69	67
Grade 7			2
<b>Total Enrollment</b>	429	422	433

#### Conclusions based on this data:

1. Based on this data, our student diversity has stayed fairly close to historical numbers.
2. Olita will need to be aware of the cultural needs of various student groups that are struggling to achieve. Olita will need to address these learning gaps in our school population.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		44	32		10.4%	7.4%
Fluent English Proficient (FEP)		27	33		6.4%	7.6%

**Conclusions based on this data:**

1. The number of English Learners had been decreasing each year.
2. Our number of Fluent English Proficient students is increasing from the last two years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	54	57	48	54	53	48	54	53	100.0	100.0	93.0
Grade 4	63	52	55	62	52	54	62	52	54	98.4	100.0	98.2
Grade 5	66	64	52	65	62	52	65	62	52	98.5	96.9	100.0
Grade 6	67	67	63	66	66	62	66	66	62	98.5	98.5	98.4
All Grades	244	237	227	241	234	221	241	234	221	98.8	98.7	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2380.	2401.	2414.	8.33	18.52	22.64	20.83	18.52	15.09	35.42	29.63	24.53	35.42	33.33	37.74
Grade 4	2438.	2451.	2440.	17.74	21.15	12.96	19.35	26.92	20.37	25.81	19.23	38.89	37.10	32.69	27.78
Grade 5	2482.	2506.	2488.	16.92	19.35	23.08	29.23	37.10	25.00	15.38	27.42	19.23	38.46	16.13	32.69
Grade 6	2505.	2512.	2527.	10.61	13.64	14.52	28.79	30.30	45.16	34.85	27.27	17.74	25.76	28.79	22.58
All Grades	N/A	N/A	N/A	13.69	17.95	18.10	24.90	28.63	27.15	27.39	26.07	24.89	34.02	27.35	29.86

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	10.64	16.67	22.64	57.45	59.26	56.60	31.91	24.07	20.75
<b>Grade 4</b>	14.52	7.69	16.67	66.13	73.08	61.11	19.35	19.23	22.22
<b>Grade 5</b>	16.92	8.06	15.38	56.92	83.87	73.08	26.15	8.06	11.54
<b>Grade 6</b>	4.55	19.70	11.29	71.21	50.00	74.19	24.24	30.30	14.52
<b>All Grades</b>	11.67	13.25	16.29	63.33	66.24	66.52	25.00	20.51	17.19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	6.38	5.56	15.09	63.83	57.41	62.26	29.79	37.04	22.64
<b>Grade 4</b>	12.90	13.46	3.70	53.23	61.54	66.67	33.87	25.00	29.63
<b>Grade 5</b>	6.15	19.35	17.31	61.54	62.90	55.77	32.31	17.74	26.92
<b>Grade 6</b>	10.61	7.58	16.13	60.61	65.15	56.45	28.79	27.27	27.42
<b>All Grades</b>	9.17	11.54	13.12	59.58	61.97	60.18	31.25	26.50	26.70

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	2.13	12.96	18.87	87.23	68.52	66.04	10.64	18.52	15.09
<b>Grade 4</b>	3.23	7.69	3.70	79.03	86.54	87.04	17.74	5.77	9.26
<b>Grade 5</b>	10.77	9.68	11.54	72.31	79.03	73.08	16.92	11.29	15.38
<b>Grade 6</b>	13.64	13.64	11.29	71.21	78.79	75.81	15.15	7.58	12.90
<b>All Grades</b>	7.92	11.11	11.31	76.67	78.21	75.57	15.42	10.68	13.12

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	11.11	9.43	56.25	66.67	71.70	31.25	22.22	18.87
Grade 4	14.52	7.69	9.26	72.58	75.00	68.52	12.90	17.31	22.22
Grade 5	13.85	17.74	11.54	61.54	66.13	65.38	24.62	16.13	23.08
Grade 6	18.18	21.21	24.19	66.67	65.15	61.29	15.15	13.64	14.52
All Grades	14.94	14.96	14.03	64.73	67.95	66.52	20.33	17.09	19.46

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**Conclusions based on this data:**

1. Our students are closing the achievement gap from the learning lost due to Covid-19 protocols for attendance and remote learning.
2. We will assess our students in August to determine intervention and academic needs. Our program will be designed to help all students from intense intervention to enrichment and beyond.
3. When our results from the 2022-2023 SBAC tests are released, we will consider that data as we assess for current levels in the fall.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	54	57	48	54	54	48	54	54	100.0	100.0	94.7
Grade 4	63	52	55	62	52	55	62	52	55	98.4	100.0	100.0
Grade 5	66	64	52	65	62	52	65	62	52	98.5	96.9	100.0
Grade 6	67	67	63	66	66	63	66	66	63	98.5	98.5	100.0
All Grades	244	237	227	241	234	224	241	234	224	98.8	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2389.	2406.	2424.	4.17	5.56	20.37	16.67	25.93	16.67	37.50	33.33	35.19	41.67	35.19	27.78
Grade 4	2445.	2452.	2454.	8.06	3.85	10.91	22.58	40.38	21.82	41.94	32.69	43.64	27.42	23.08	23.64
Grade 5	2479.	2513.	2480.	9.23	14.52	11.54	18.46	30.65	17.31	33.85	37.10	36.54	38.46	17.74	34.62
Grade 6	2504.	2530.	2551.	13.64	16.67	25.40	15.15	30.30	30.16	45.45	25.76	30.16	25.76	27.27	14.29
All Grades	N/A	N/A	N/A	9.13	10.68	17.41	18.26	31.62	21.88	39.83	32.05	36.16	32.78	25.64	24.55

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.33	12.96	22.22	41.67	51.85	61.11	50.00	35.19	16.67
Grade 4	12.90	7.69	14.55	59.68	65.38	60.00	27.42	26.92	25.45
Grade 5	12.31	19.35	15.38	50.77	66.13	51.92	36.92	14.52	32.69
Grade 6	18.18	19.70	31.75	46.97	54.55	49.21	34.85	25.76	19.05
All Grades	13.28	15.38	21.43	50.21	59.40	55.36	36.51	25.21	23.21

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.25	16.67	22.22	58.33	55.56	53.70	35.42	27.78	24.07
Grade 4	6.45	13.46	12.73	58.06	61.54	54.55	35.48	25.00	32.73
Grade 5	12.31	12.90	9.62	55.38	69.35	59.62	32.31	17.74	30.77
Grade 6	4.55	12.12	11.11	57.58	65.15	68.25	37.88	22.73	20.63
All Grades	7.47	13.68	13.84	57.26	63.25	59.38	35.27	23.08	26.79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.25	7.41	14.81	68.75	72.22	57.41	25.00	20.37	27.78
Grade 4	11.29	13.46	12.73	58.06	55.77	60.00	30.65	30.77	27.27
Grade 5	1.54	6.45	5.77	70.77	75.81	63.46	27.69	17.74	30.77
Grade 6	10.61	15.15	19.05	69.70	65.15	66.67	19.70	19.70	14.29
All Grades	7.47	10.68	13.39	66.80	67.52	62.05	25.73	21.79	24.55

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. Our students are closing the achievement gap from the learning lost due to Covid-19 protocols for attendance and remote learning.
2. We will assess our students in August '23 to determine student needs and implement an intervention program to meet these needs.
3. We will analyze our data from the modified SBAC testing that our students complete in May '23. This data will in part drive our intervention program.



# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.5	*	*	1414.0	*	*	1405.4	*	*	13	9	4
1	*	*	1465.0	*	*	1478.1	*	*	1451.2	4	7	11
2	*	*	*	*	*	*	*	*	*	8	*	5
3	*	*	*	*	*	*	*	*	*	7	9	*
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	4	*	4
6	*	*	*	*	*	*	*	*	*	4	4	*
All Grades										43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	*	53.85	*	*	23.08	*	*	15.38	*	*	13	*	*
1	*	*	9.09	*	*	72.73	*	*	0.00	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.95	10.81	6.06	48.84	45.95	51.52	18.60	27.03	21.21	18.60	16.22	21.21	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*	*	46.15	*	*	15.38	*	*	23.08	*	*	13	*	*
1	*	*	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.56	21.62	27.27	32.56	43.24	30.30	13.95	27.03	27.27	20.93	8.11	15.15	43	37	33

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	*	23.08	*	*	46.15	*	*	23.08	*	*	13	*	*
1	*	*	0.00	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.65	10.81	3.03	34.88	35.14	36.36	30.23	32.43	30.30	30.23	21.62	30.30	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
1	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.91	37.84	45.45	60.47	48.65	36.36	11.63	13.51	18.18	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
1	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	39.53	16.22	24.24	41.86	72.97	54.55	18.60	10.81	21.21	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
1	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.63	13.51	12.12	60.47	48.65	54.55	27.91	37.84	33.33	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*	*	38.46	*	*	23.08	*	*	13	*	*
1	*	*	0.00	*	*	90.91	*	*	9.09	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.60	27.03	12.12	53.49	59.46	72.73	27.91	13.51	15.15	43	37	33

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Our English Learners are improving their reading, listening, and writing skills as the percentage of students scoring Well Developed continues to increase.
2. Our teachers will continue to provide ELD instruction throughout the year to strengthen English skills for all students.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
433	58.2	7.4	0.2
Total Number of Students enrolled in Olita Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	7.4
Foster Youth	1	0.2
Homeless	2	0.5
Socioeconomically Disadvantaged	252	58.2
Students with Disabilities	89	20.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
American Indian	1	0.2
Asian	21	4.8
Filipino	12	2.8
Hispanic	293	67.7
Two or More Races	13	3
Pacific Islander	3	0.7
White	75	17.3

**Conclusions based on this data:**

1. Our student population rarely fluctuates and stays fairly consistent over time. However, the number of socioeconomically disadvantaged students is increasing.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students		
<b>Academic Performance</b>	<b>Academic Engagement</b>	<b>Conditions &amp; Climate</b>
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. The data supports that the area of Conditions and Climate/Suspension Rate will need support in order to improve. Student behavior expectations are posted in areas around the campus for visual reminders.
2. The number of students falling into the Chronic Absenteeism group is high again this year. It appears that parents have not adjusted back to pre-pandemic attendance expectations.

# School and Student Performance Data

## Academic Performance English Language Arts

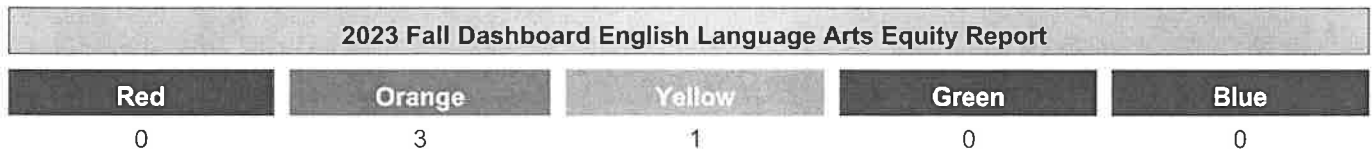
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>16.8 points below standard</p> <p>Maintained -0.8 points</p> <p>225 Students</p>	<p><b>English Learners</b></p> <p>56.8 points below standard</p> <p>Decreased Significantly -22.9 points</p> <p>20 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>23.9 points below standard</p> <p>Increased +6.8 points</p> <p>132 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>83.4 points below standard</p> <p>Increased Significantly +15.6 points</p> <p>50 Students</p>



2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b> Less than 11 Students 3 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b> 23.9 points above standard 12 Students	<b>Filipino</b> Less than 11 Students 8 Students
<b>Hispanic</b>  Orange 20 points below standard Maintained +1.8 points 145 Students	<b>Two or More Races</b> Less than 11 Students 4 Students	<b>Pacific Islander</b> Less than 11 Students 2 Students	<b>White</b>  Orange 18.5 points below standard Decreased Significantly - 27.3 points 42 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b> Less than 11 Students 10 Students	<b>Reclassified English Learners</b> 39.4 points below standard Decreased Significantly -42.3 points 11 Students	<b>English Only</b> 13.7 points below standard Maintained +0.4 points 190 Students

**Conclusions based on this data:**

- Our Students with Disabilities group is 10% of our student population. Teachers will have focus groups within their classrooms to address the needs of students with disabilities, including, but not limited to small group instruction, reteaching, and more modeling with visuals.
- We will plan and implement an intervention/enrichment program based on our results from the SBAC and our iReady data.
- The Hispanic population will need focused attention with intervention strategies to improve English language skills.

# School and Student Performance Data

## Academic Performance Mathematics

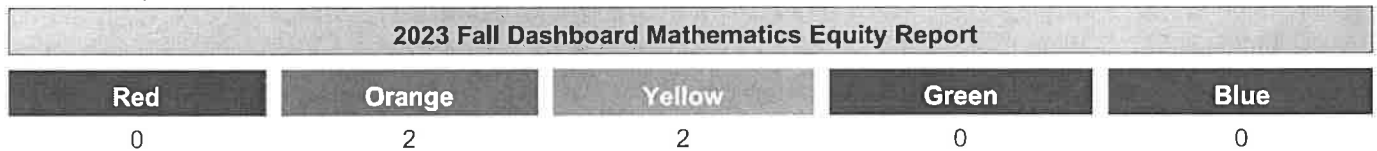
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>21.3 points below standard</p> <p>Maintained +1.3 points</p> <p>225 Students</p>	<p><b>English Learners</b></p> <p>62.2 points below standard</p> <p>Decreased Significantly -31.2 points</p> <p>20 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>31.1 points below standard</p> <p>Maintained +1.6 points</p> <p>133 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>94.7 points below standard</p> <p>Increased +5 points</p> <p>49 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	Less than 11 Students  1 Student	1.2 points above standard  12 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 29.6 points below standard Maintained +0.9 points  146 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	 Yellow 17.7 points below standard Decreased Significantly - 20.5 points  42 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  10 Students	41.1 points below standard Decreased Significantly -44.4 points  11 Students	18.8 points below standard Increased +3.8 points  190 Students

**Conclusions based on this data:**

1. Our Students with Disabilities group is 10% of our student population. Teachers will have focus groups within their classrooms to address the needs of students with disabilities, including, but not limited to small group instruction, reteaching, and more modeling with visuals.
2. We will design and implement an intervention/enrichment program based on results of state testing and iReady data.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
55.6 points above standard making progress towards English language proficiency
Number of EL Students: 27 Students
Performance Level: No Performance Level

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.

### 2023 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
6	6	0	15

#### Conclusions based on this data:

1. Our EL students will have intensive support for all academic areas provided by our classroom teachers and ELD Bilingual Aide. Almost all teachers have been trained in GLAD strategies and will implement best teaching strategies to ensure all students are learning.
2. Once we have current data from this year's ELPAC testing, we will analyze and implement strategies to improve scores that will promote student achievement.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

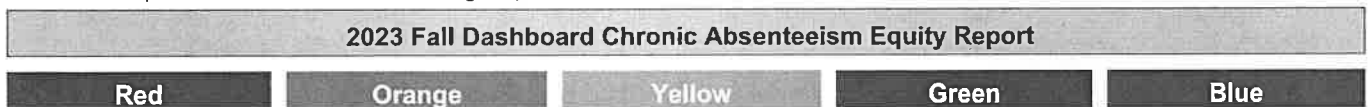
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>20.2% Chronically Absent</p> <p>Increased Significantly 4.7</p> <p>440 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>8.6% Chronically Absent</p> <p>Declined -7</p> <p>35 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>24.4% Chronically Absent</p> <p>Increased Significantly 6.4</p> <p>254 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>32% Chronically Absent</p> <p>Increased 6.5</p> <p>103 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	Less than 11 Students  1 Student	9.1% Chronically Absent  Declined -1.4  22 Students	8.3% Chronically Absent  Increased 8.3  12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.1% Chronically Absent Increased Significantly 5.2  298 Students	12% Chronically Absent  Declined -5.4  25 Students	Less than 11 Students  3 Students	 Red 22.7% Chronically Absent Increased 10.7  75 Students

**Conclusions based on this data:**

1. We will have discussions with parents relating to attendance and the importance of their child being at school. We will inform parents of research that shows how important regular school attendance matters.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

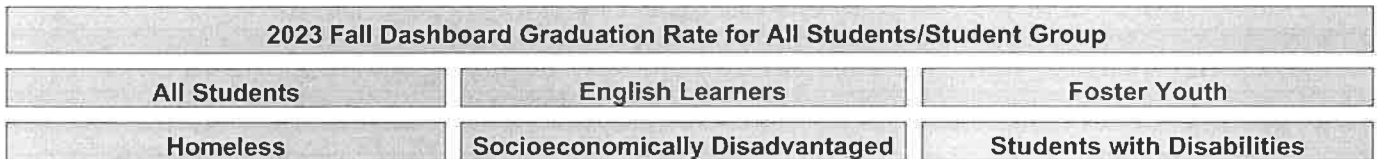
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate

### Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.8% suspended at least one day</p> <p>Maintained 0 446 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 0.5 37 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0 260 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 2.9 104 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 4 Students	Less than 11 Students 1 Student	4.5% suspended at least one day  Declined -0.7 22 Students	0% suspended at least one day  Declined -9.1 12 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green  1% suspended at least one day  Declined -0.3 303 Students	4% suspended at least one day  Increased 4 25 Students	Less than 11 Students 3 Students	 Orange  2.6% suspended at least one day  Increased 1.3 76 Students

**Conclusions based on this data:**

1. Students are taught the behavior expectations and consequences at the beginning of the year and are reminded throughout the year. Parents are informed of behavior expectations at Back to School Night.
2. Behavior expectations are posted around the campus. Visual rules and protocols make it easier for students to be reminded about behavior expectations.

# 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.

**English Language Arts**  
 By June 2025, all students (including Students with Disabilities (SWD), Hispanic and White student groups) at Olita School will show continued growth toward high levels of achievement and college and career readiness by improving the status in ELA from Low to Medium (from Orange to Yellow) as reported on the California School Dashboard.

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

LCAP goal to which this school goal is aligned.

Academic Excellence - Learning for All Students  
 Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

Students continue to need intervention to help bridge the learning loss from the Covid-19 era. Now that students are back in school, full-time, without quarantine protocols, we are continuing to mitigate the skills not mastered

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC CA Dashboard iReady Assessments	Our baseline from the current CA Dashboard shows that most subgroups scored in the Low range in English Language Arts standards.	Next year's scores should reflect growth in all subgroups in all domains of English Language Arts.
Accelerated Reader (AR)	The AR school wide goal is to have 80% of 1st-6th grade students improve their reading levels by one grade level from August 2023 to June 2024.	All subgroup's scores should reflect growth in the area of Reading Comprehension.

### 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	Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best	All students	None Specified None Specified

	practices and good first teaching strategies to implement with students.		None Specified None Specified
1.2	Our students in grades Kindergarten through sixth grade will continue to work 45 minutes on iReady each week, with fidelity, to ensure mastery of ELA skills. Expectations for passing two lessons each week will remain.	All students	None Specified None Specified
1.3	Students will be taught academic vocabulary related to their district approved, grade level texts.	All Students	00.00
1.4	All students in grades Kindergarten through 3rd grade will be identified to work with our Leveled Literacy Coach for 30 minutes every day of the week.	All Students	33,688.00 Title I 2000-2999: Classified Personnel Salaries  11,300 Title I 3000-3999: Employee Benefits
1.5	Teachers will evaluate student work samples to monitor standards and DOK level.	All Students	00.00
1.6	Teachers will provide Success Criteria for students to gauge their progress on assignments.	All Students	00.00
1.7	All students in grades 1-6 will have monthly goals to achieve using the Accelerated Reader program.	All Students	6,000.00 Title I 4000-4999: Books And Supplies  None Specified None Specified
1.8	Teachers will use GLAD strategies to teach all students. These strategies are designed to visually assist learning and is good teaching for all students.	All students	00.00
1.9	All EL students will be monitored for progress and growth. EL students will take the ELPAC to measure achievement from the beginning of the year to the end.	EL Students	
1.10	Teachers will continue to use Thinking Maps to support student learning, as well as the writing strategies from Write From the Beginning.	All students	
1.11	To motivate students to achieve higher goals in iReady, we will implement a reward system to include monthly activities such as extra recess, small token/prize, sessions with Paws 2 Share	All students	2,000.00 Title I

# Annual Review

SPSA Year Reviewed: 2023-24

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Math

By June 2025, all students (including Students with Disabilities, Hispanic and English Learners) at Olita School will show continued growth toward high levels of achievement and college and career readiness by improving the status in Math from Medium to High (from Low to Medium for our Socioeconomically Disadvantaged and Hispanic group) as reported by the California Dashboard.

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

LCAP goal to which this school goal is aligned.

#### Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

All subgroups scored in the Medium (Yellow) range on the California Dashboard (except Socioeconomically Disadvantaged and Hispanic subgroups scored in the Orange/Low range)

### 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
CA Dashboard	As a whole, our Socioeconomically Disadvantaged (SED) students and Hispanic student groups did not make adequate progress on the SBAC.	The expected outcome will be that they will improve their skills to move from Yellow to Green and Orange to Yellow for (SED) and Hispanic student groups.
iReady	All students from kindergarten through 6th grade are using iReady as a means of diagnosing student needs and providing practice to strengthen skills.	The expected outcome for all students is to pass and complete at least two lessons at their math competency level each week in order to strengthen math skills.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Intervention before/after school will be provided by credentialed teachers who choose to teach sessions throughout the year. This will be determined next school year based on teacher interest.	All students	00.00
2.2	All students will use iReady with fidelity each week with the expectation to complete two lessons with passing competency.	All students	00.00
2.3	Teachers will continue to use Academic Vocabulary to ensure understanding and mastery of math concepts.	All students	00.00
2.4	To motivate students to improve math skills, a monthly reward system will be implemented. Some rewards may include extra recess, small token/prize, and special activities/assemblies such as Paws 2 Share visits each trimester.		2000.00 Title I
2.5			00.00
2.6			00.00 None Specified None Specified  None Specified None Specified
2.7			None Specified None Specified  None Specified None Specified
2.8			None Specified None Specified
2.9			None Specified None Specified

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### School Climate & Culture

By June 2025, Olita School will continue to improve parent and student engagement and support of a positive, supportive and safe school climate and culture, as measured by the annual California School Dashboard, with an improvement from High to Medium in the area of Chronic Absenteeism, a 10% improvement in monthly attendance as reported by the local data from monthly attendance reports.

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

LCAP goal to which this school goal is aligned.

Safe, orderly, positive, respectful learning environments- All campuses provide aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, well-being and involvement of students, staff, family and community.

### 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.

Our absenteeism rate is still high since the Covid-19 pandemic. Many students have missed days of school due to an over abundance of caution from parents/. We also experienced a large number of absences due to parents taking vacations on days when school is in session.

### 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
CA Dashboard	As a whole, our students have missed an excessive amount of school days.	The expected outcome for all students is to develop good attendance habits and remain at school for the entire time it is in session.
Local Attendance Data	Each month a list of students who have missed 10% or more of the enrolled days of school is given from the district office.	The expected outcome for all students is to improve attendance enough to remain off of the Chronic Absenteeism list.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Attendance letters will be sent to families throughout the year informing them of absence rates (when a student has been absent for 3, 5, 9, 12, and 15 days) and tardies.	All students	None Specified None Specified

			None Specified None Specified
3.2	Chronic Absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year. Parents will attend a meeting with the principal to review the Attendance Contract and discuss the ways the school can provide support in getting their child to school. Repercussions are also reviewed should in the event the attendance not improve or continue to decline.	All students	
3.3	Teachers will post the "We're Owl Here" sign outside their classrooms indicating when all students are present each day. On random days, the principal will reward these classes with extra recess or small token to reward their efforts.	All students	
3.4	Teachers will spell out the word "Attendance" by turning a letter each day the class has 100% attendance.	All students.	

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Suspension Rate

Our White, Students with Disabilities, and English Learner students will improve behavior to not be suspended.

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

LCAP goal to which this school goal is aligned.

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### 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.

These three student groups are both below the percentages in comparison to "All Students", so additional supports need to be identified.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our ELs, SWD, and White students rated High on the Dashboard for Suspension Rate.	Our EL, White, and Students with Disabilities will improve their behavior and follow school rules better.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	School rules are discussed, explained and reviewed year-round to remind students of expectations.	All students	
4.2	Parents and students are given general behavioral expectations at the beginning of each school year.	All Students	
4.3	Star Cards are given to students who are caught being good. Star Cards are turned in monthly for a raffle. Each class has five winners that receive a prize each month.	All students	
4.4	Character Education will be taught with fidelity each year/month. Our new resource binder will be implemented in all grade levels throughout the school year.	All students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$39,179
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,988.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$54,988.00

Subtotal of additional federal funds included for this school: **\$54,988.00**

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 (\$)
	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$54,988.00**

# 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
	0.00
None Specified	0.00
Title I	54,988.00

### Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	33,688.00
3000-3999: Employee Benefits	11,300.00
4000-4999: Books And Supplies	6,000.00
None Specified	0.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00
	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	33,688.00
3000-3999: Employee Benefits	Title I	11,300.00
4000-4999: Books And Supplies	Title I	6,000.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,988.00
Goal 2	2,000.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kelsie Higgins	Parent or Community Member
Latifa Hughes	Parent or Community Member
Calee Marco	Parent or Community Member
Yolanda Orozco	Parent or Community Member
Yoony Takeuchi	Parent or Community Member
Susan Scott	Other School Staff
La Reina Ayers	Classroom Teacher
Karen Chavez	Classroom Teacher
Jenny Paine	Classroom Teacher
Krista Van Hoogmoed	Principal

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**

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 April 27, 2023.

Attested:



Principal, Krista Van Hoogmoed on April 11, 2024



SSC Chairperson, Susan Scott on April 11, 2024

## Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

*Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

*Note: Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.



## Appendix A: Plan Requirements

### Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## **Appendix C: Select State and Federal Programs**

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho-Starbuck Intermediate School	30647666020218	April 4, 2024	May 4, 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 Rancho-Starbuck Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  - To outline actions to meet the needs of students based on analysis of data.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.



# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities .....	4
Comprehensive Needs Assessment Components .....	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data .....	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results .....	12
California School Dashboard .....	15
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	38
Goal 4.....	42
Goal 5.....	45
Goal 6.....	47
Goal 7.....	49
Goal 8.....	51
Goal 9.....	53
Goal 10.....	55
Budget Summary .....	57
Budget Summary .....	57
Other Federal, State, and Local Funds .....	57
Budgeted Funds and Expenditures in this Plan.....	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source .....	58
Expenditures by Budget Reference .....	58
Expenditures by Budget Reference and Funding Source.....	58
Expenditures by Goal.....	59
School Site Council Membership .....	60
Recommendations and Assurances .....	61
Instructions.....	62

Appendix A: Plan Requirements .....69  
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....72  
Appendix C: Select State and Federal Programs .....75

## Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rancho-Starbuck Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

To outline actions to meet the needs of students based on analysis of data.

Rancho-Starbuck does not receive Title I funding.

## Educational Partner Involvement

How, when, and with whom did Rancho-Starbuck Intermediate 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

All stakeholders are involved in the process of creating the Single School Plan. A comprehensive needs assessment is created by all teachers and members of school site council to prioritize school needs. LCAP surveys for parents, students and teachers place a priority on needed areas based on survey results. The administrative team and the staff together analyze student data. During meetings, departments create priority areas in the form of SMARTE goals. Information from input, data, and discussions drive the SPSA process. Once the plan is drafted, the SPSA is shared with stakeholder groups for final input. Final adjustments are made by the Principal and the Leadership team to close the process. The plan is then presented to the School Site Council for official approval. After input from the School Site Council, the plan is presented to the Board of Trustees.

## 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.

None are noted.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic absenteeism is the only indicator in orange for overall performance.

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.

Socially economically disadvantaged students were two performance levels below in the area of English/language arts. Students with disabilities were two performance levels below in English/language arts and three performance levels below in math. English learners were two performance levels below in the area of math.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

We use iReady and attendance rates pulled from Aeries as additional measures to progress monitor attendance and achievement levels.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rancho-Starbuck Intermediate School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.27%			2
African American	1.5%	1.66%	1.87%	12	13	14
Asian	3.8%	3.18%	3.87%	31	25	29
Filipino	1.0%	1.53%	1.47%	8	12	11
Hispanic/Latino	70.4%	69.17%	69.16%	575	543	518
Pacific Islander	0.2%	0.51%	0.53%	2	4	4
White	22.2%	21.40%	19.49%	181	168	146
Multiple/No Response	0.4%	2.04%	2.4%	3	16	18
<b>Total Enrollment</b>				817	785	749

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	405	377	380
Grade 8	412	408	369
<b>Total Enrollment</b>	817	785	749

Conclusions based on this data:

- As a school community, Rancho-Starbuck needs to be aware of the cultural needs of various student groups that are struggling to achieve. Rancho-Starbuck will need to address these learning gaps in our school population.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		33	19		4.2%	2.5%
Fluent English Proficient (FEP)		115	132		14.6%	17.6%

### Conclusions based on this data:

1. While our English Learner population is small, this is a student group in need of close progress monitoring for both English Learners and our Reclassified (RFEP) students.
2. Teachers will take part in ongoing Integrated ELD training to provide appropriate scaffolds and accommodations across content areas.
3. Rancho will commit to assisting English learners with effective progress monitoring measures across indicators.

# School and Student Performance Data

## CAASPP Results

### English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	402	375	384	378	368	376	378	368	375	94.0	98.1	97.9
Grade 8	409	398	358	383	388	341	380	387	341	93.6	97.5	95.3
All Grades	811	773	742	761	756	717	758	755	716	93.8	97.8	96.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2556.	2562.	2552.	16.14	19.29	19.47	39.95	39.40	30.93	24.87	22.01	26.13	19.05	19.29	23.47
Grade 8	2571.	2574.	2589.	13.68	18.60	22.87	41.32	35.40	40.47	26.05	28.17	19.94	18.95	17.83	16.72
All Grades	N/A	N/A	N/A	14.91	18.94	21.09	40.63	37.35	35.47	25.46	25.17	23.18	19.00	18.54	20.25

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	21.69	20.65	22.93	61.90	64.95	62.67	16.40	14.40	14.40
Grade 8	21.05	20.41	24.34	62.11	64.34	56.01	16.84	15.25	19.65
All Grades	21.37	20.53	23.60	62.01	64.64	59.50	16.62	14.83	16.90

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	17.72	26.90	20.27	61.64	53.53	52.53	20.63	19.57	27.20
Grade 8	16.62	19.90	25.81	57.78	57.11	56.60	25.59	23.00	17.60
All Grades	17.17	23.31	22.91	59.71	55.36	54.47	23.12	21.32	22.63

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.02	10.33	14.40	75.93	80.71	74.93	10.05	8.97	10.67
Grade 8	17.37	16.80	18.48	75.26	75.71	74.49	7.37	7.49	7.04
All Grades	15.70	13.64	16.34	75.59	78.15	74.72	8.71	8.21	8.94

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	23.81	18.75	19.73	65.08	63.86	61.87	11.11	17.39	18.40
Grade 8	22.89	26.36	28.15	67.37	61.76	62.46	9.74	11.89	9.38
All Grades	23.35	22.65	23.74	66.23	62.78	62.15	10.42	14.57	14.11

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Students have demonstrated a slight increase in their ELA proficiency comparing 2022 to 2023 scores.
2. Listening skills seem to be the area with the least amount of proficient students.
3. Improving proficiency rates across the board in all areas of the ELA CAASPP is a priority for Rancho.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	402	375	384	378	366	378	378	366	378	94.0	97.6	98.4
Grade 8	409	398	358	379	387	342	379	387	335	92.7	97.2	95.5
All Grades	811	773	742	757	753	720	757	753	713	93.3	97.4	97.0

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Met Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2525.	2521.	2542.	13.23	13.93	24.87	18.78	17.76	15.87	35.98	33.06	28.84	32.01	35.25	30.42
Grade 8	2534.	2538.	2566.	14.25	12.92	23.28	18.73	18.86	21.79	30.34	31.01	26.57	36.68	37.21	28.36
All Grades	N/A	N/A	N/A	13.74	13.41	24.12	18.76	18.33	18.65	33.16	32.01	27.77	34.35	36.25	29.45

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	15.08	16.67	24.87	56.88	50.00	44.71	28.04	33.33	30.42
Grade 8	15.87	13.95	27.76	50.79	53.75	46.87	33.33	32.30	25.37
All Grades	15.48	15.27	26.23	53.84	51.93	45.72	30.69	32.80	28.05

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.29	14.75	20.37	53.44	55.46	52.38	32.28	29.78	27.25
Grade 8	12.93	13.95	20.90	59.37	56.59	52.24	27.70	29.46	26.87
All Grades	13.61	14.34	20.62	56.41	56.04	52.31	29.99	29.61	27.07

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	13.49	12.84	17.20	67.46	64.75	62.70	19.05	22.40	20.11
Grade 8	10.29	9.04	18.51	70.18	72.35	64.78	19.53	18.60	16.72
All Grades	11.89	10.89	17.81	68.82	68.66	63.67	19.29	20.45	18.51

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Students have demonstrated an 11% increase in their math proficiency comparing 2022 to 2023 test scores.
2. Communicating reasoning seems to be the area with the least amount of proficient students.
3. Improving proficiency rates across the board in all areas of the math CAASPP is a priority for Rancho.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1527.9	1567.8	*	1522.7	1568.9	*	1532.6	1566.3	*	17	16	10
8	1571.0	1539.5	*	1566.1	1532.9	*	1575.3	1545.5	*	16	15	9
<b>All Grades</b>										33	31	19

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	23.53	43.75	*	23.53	37.50	*	41.18	12.50	*	11.76	6.25	*	17	16	*
8	31.25	6.67	*	50.00	53.33	*	18.75	26.67	*	0.00	13.33	*	16	15	*
<b>All Grades</b>	27.27	25.81	31.58	36.36	45.16	31.58	30.30	19.35	21.05	6.06	9.68	15.79	33	31	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	29.41	50.00	*	47.06	31.25	*	11.76	6.25	*	11.76	12.50	*	17	16	*
8	43.75	13.33	*	43.75	60.00	*	12.50	13.33	*	0.00	13.33	*	16	15	*
<b>All Grades</b>	36.36	32.26	47.37	45.45	45.16	21.05	12.12	9.68	15.79	6.06	12.90	15.79	33	31	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.76	37.50	*	17.65	12.50	*	47.06	37.50	*	23.53	12.50	*	17	16	*
8	25.00	0.00	*	37.50	33.33	*	31.25	53.33	*	6.25	13.33	*	16	15	*
All Grades	18.18	19.35	26.32	27.27	22.58	21.05	39.39	45.16	42.11	15.15	12.90	10.53	33	31	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	5.88	25.00	*	70.59	62.50	*	23.53	12.50	*	17	16	*	
8	31.25	6.67	*	68.75	73.33	*	0.00	20.00	*	16	15	*	
All Grades	18.18	16.13	15.79	69.70	67.74	68.42	12.12	16.13	15.79	33	31	19	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	76.47	62.50	*	11.76	31.25	*	11.76	6.25	*	17	16	*	
8	75.00	46.67	*	18.75	40.00	*	6.25	13.33	*	16	15	*	
All Grades	75.76	54.84	68.42	15.15	35.48	21.05	9.09	9.68	10.53	33	31	19	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	11.76	25.00	*	35.29	37.50	*	52.94	37.50	*	17	16	*	
8	50.00	0.00	*	31.25	40.00	*	18.75	60.00	*	16	15	*	
All Grades	30.30	12.90	36.84	33.33	38.71	26.32	36.36	48.39	36.84	33	31	19	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.88	31.25	*	88.24	62.50	*	5.88	6.25	*	17	16	*
8	6.25	13.33	*	93.75	80.00	*	0.00	6.67	*	16	15	*
<b>All Grades</b>	6.06	22.58	21.05	90.91	70.97	73.68	3.03	6.45	5.26	33	31	19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. There is a small English Learner student group at Rancho consisting of 19 students.
2. Over half of the English Learners scored a level 3 (moderately developed) or 4 (well developed) in their overall and oral language development.
3. Less than half of the English Learners scored a level 3 or 4 in their written language development domain.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
749	59.4	2.5	0.3
Total Number of Students enrolled in Rancho-Starbuck Intermediate 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	2.5
Foster Youth	2	0.3
Homeless	8	1.1
Socioeconomically Disadvantaged	445	59.4
Students with Disabilities	91	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.9
American Indian	2	0.3
Asian	29	3.9
Filipino	11	1.5
Hispanic	518	69.2
Two or More Races	18	2.4
Pacific Islander	4	0.5
White	146	19.5

**Conclusions based on this data:**

1. Rancho is more than 50% socioeconomically disadvantaged currently. This is a steadily growing number that must match our resources we make available to students.
2. Rancho's English Learner student group is small but a major focus encompassed by our SPSA goals due to lack of performance data.
3. Hispanic students are by the largest student group at Rancho at 69% of the total population.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Based on 2023 data, students are achieving at a green level in ELA and math.
2. Based on 2023 data, chronic absenteeism has increased and is at the orange level but remains a focus at Rancho.
3. Based on 2023 data, suspension rates at Rancho are at a green level so work will continue to be done to explore and implement other means of correction before suspension is an option.





# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 12.2 points above standard Maintained +2.7 points 696 Students	<b>English Learners</b>  Yellow 57.2 points below standard Increased Significantly +16.1 points 52 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Orange 9.6 points below standard Maintained +0.5 points 417 Students	<b>Students with Disabilities</b>  Orange 122.8 points below standard Increased +5.3 points 95 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
57.4 points below standard Decreased Significantly - 62.4 points 13 Students	Less than 11 Students  1 Student	85.2 points above standard Decreased -8.2 points  28 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points above standard Increased +5.7 points  483 Students	75 points above standard Decreased -6.1 points  18 Students	Less than 11 Students  4 Students	 Green 22.3 points above standard Maintained +1 points  133 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
141.1 points below standard Maintained -2.2 points  11 Students	34.6 points below standard Increased +6.7 points  41 Students	16.5 points above standard Increased +3.7 points  555 Students

**Conclusions based on this data:**

- Based on 2023 data, Rancho-Starbuck English Language Learners are performing at the yellow level compared to the overall green level of the school. Rancho continues to be focused on Integrated ELD professional learning and implementation across disciplines.
- Based on 2023 data, Students with Disabilities and Socially Economically Disadvantaged students are performing at the lowest levels (orange) compared to the overall school (green). Rancho will be focused on increasing supports in ELA and providing professional learning.
- Based on 2023 data, the two largest student groups (hispanic and white) are both performing above standard with white students performing slightly higher in their achievement levels.

# School and Student Performance Data

## Academic Performance Mathematics

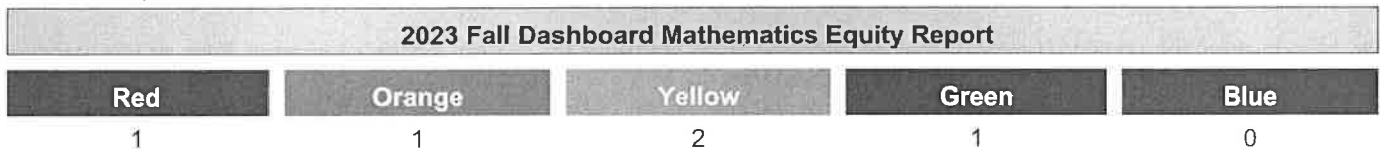
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>22.1 points below standard</p> <p>Increased Significantly +22.8 points</p> <p>698 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>105.8 points below standard</p> <p>Increased +11.4 points</p> <p>53 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>44 points below standard</p> <p>Increased Significantly +19.6 points</p> <p>419 Students</p>	<p><b>Students with Disabilities</b></p> <p> Red</p> <p>174.1 points below standard</p> <p>Decreased -13 points</p> <p>95 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
106.7 points below standard Decreased Significantly - 29.9 points 13 Students	Less than 11 Students  1 Student	103 points above standard Increased Significantly +54.1 points 28 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36 points below standard Increased Significantly +19.1 points 485 Students	50.1 points above standard Increased Significantly +23 points 18 Students	Less than 11 Students  4 Students	 Green 6.4 points below standard Increased Significantly +26.5 points 133 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
174.7 points below standard Decreased Significantly -19 points 11 Students	87.8 points below standard Increased +13 points 42 Students	18.8 points below standard Increased Significantly +25.4 points 556 Students

**Conclusions based on this data:**

- Based on 2023 data, Rancho-Starbuck English Language Learners are performing at the orange level compared to the overall school at the green level. Rancho will be focused on Integrated ELD professional learning and implementation across disciplines.
- Based on 2023 data, Students with Disabilities are performing at the lowest level of red compared to the overall school at the green level. Rancho will be focused on increasing push-in supports in math and providing professional learning related to appropriate accommodations and modifications to meet the unique needs of students.
- Socially economically disadvantaged students are performing at the yellow level in math compared to the whole school at green.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	
61.1 points above standard making progress towards English language proficiency	
Number of EL Students: 18 Students	
Performance Level: No Performance Level	

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.

2023 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
5	2	0	11

### Conclusions based on this data:

1. According to 2022 data, 61% of English Learners have made progress towards their English language proficiency.
2. Integrated ELD training for all teachers is in progress to ensure lesson encompass appropriate scaffolds and tiers of support.
3. The English learner population is small and for this reason, not reportable.

# School and Student Performance Data

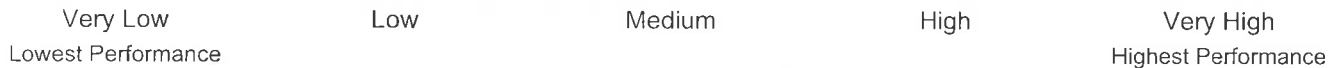
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

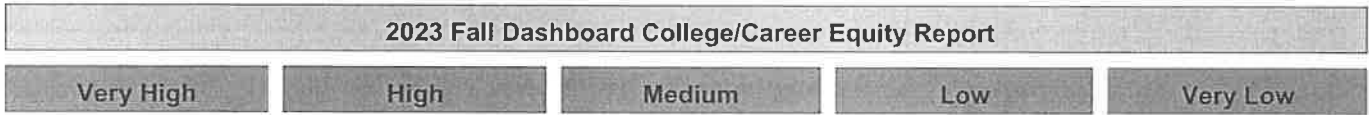
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

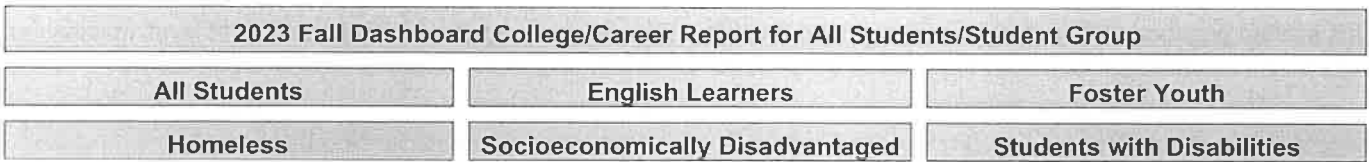
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>11.3% Chronically Absent</p> <p>Increased 2.9</p> <p>773 Students</p>	<p><b>English Learners</b></p> <p>22.7% Chronically Absent</p> <p>Increased 0.5</p> <p>22 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>13.7% Chronically Absent</p> <p>Increased 2.7</p> <p>473 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>19.8% Chronically Absent</p> <p>Increased 1.8</p> <p>106 Students</p>



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
12.5% Chronically Absent Declined -7.5 16 Students	Less than 11 Students 2 Students	3.4% Chronically Absent Maintained -0.4 29 Students	0% Chronically Absent Maintained 0 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.1% Chronically Absent Increased 2.8 540 Students	11.5% Chronically Absent Increased 11.5 26 Students	Less than 11 Students 4 Students	 Orange 14.5% Chronically Absent Increased 4.4 145 Students

**Conclusions based on this data:**

1. According to data from 2023, Rancho-Starbuck's chronic absenteeism rate is at the orange level at 11% which has increased from the previous year.
2. According to data from 2023, English Learners are chronically absent at a rate of 22% far beyond any other student group at Rancho. English learners are currently on attendance contracts to address this.
3. Students with disabilities and socioeconomically disadvantaged students have a much higher rate of chronic absenteeism compared to the school as a whole.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

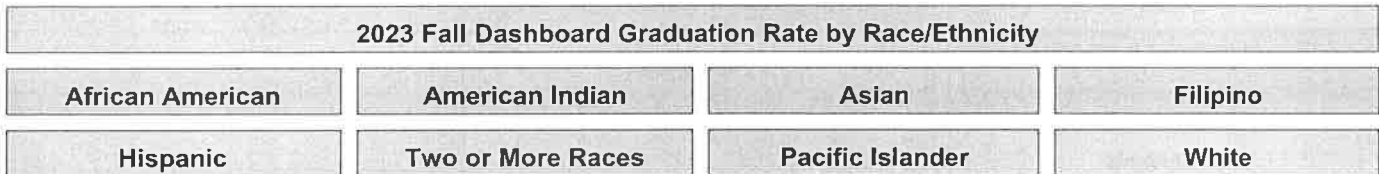
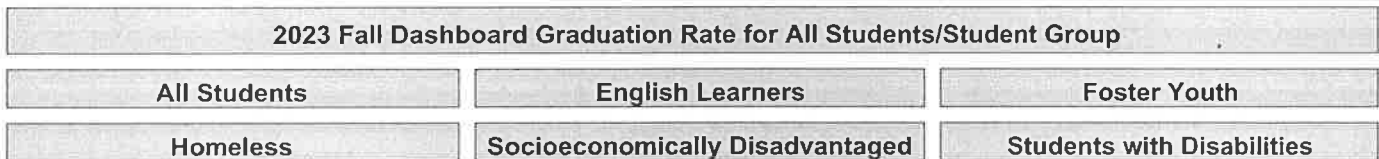
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

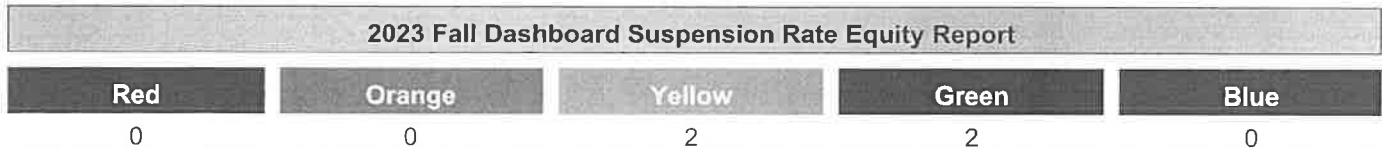
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p style="text-align: center;"><b>All Students</b></p> <div style="text-align: center;">  Green                 </div> <p style="text-align: center;">3.6% suspended at least one day</p> <p style="text-align: center;">Declined -0.4 782 Students</p>	<p style="text-align: center;"><b>English Learners</b></p> <p style="text-align: center;">4.5% suspended at least one day</p> <p style="text-align: center;">Declined -3.8 22 Students</p>	<p style="text-align: center;"><b>Foster Youth</b></p> <p style="text-align: center;">Less than 11 Students 6 Students</p>
<p style="text-align: center;"><b>Homeless</b></p> <p style="text-align: center;">Less than 11 Students 10 Students</p>	<p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">  Green                 </div> <p style="text-align: center;">4.8% suspended at least one day</p> <p style="text-align: center;">Declined -0.7 479 Students</p>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <div style="text-align: center;">  Yellow                 </div> <p style="text-align: center;">9.4% suspended at least one day</p> <p style="text-align: center;">Declined -1.5 106 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
6.3% suspended at least one day Declined -20.4 16 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 29 Students	0% suspended at least one day Maintained 0 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.7% suspended at least one day Declined -0.4 547 Students	11.5% suspended at least one day Increased 11.5 26 Students	Less than 11 Students 4 Students	 Yellow 2.7% suspended at least one day Maintained -0.2 147 Students

**Conclusions based on this data:**

1. Rancho has a suspension rate of 3.6% school-wide. This is a decline from the previous year and Rancho will continue to explore other means of correction to provide necessary interventions for students in lieu of suspension.
2. Based on 2023 data, Students with Disabilities (9.4%) and Socially Economically Disadvantaged students (4.5%) have higher suspension rates when compared to other student groups. Rancho will continue to explore other means of correction to provide necessary interventions for students in lieu of suspension.
3. African American students have decreased their suspension rate by 18% from 2022 to 2023.

# 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.

#### English Learner Achievement

By May 2025, English learners will increase proficiency in ELA by reaching green on the dashboard and will increase math proficiency by reaching yellow on the dashboard as determined by CAASPP. 50% of English learners will reach their typical growth targets and 50% will reach their stretch growth targets on the iReady diagnostic.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Academic Excellence

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

Improved proficiency in ELA and math for all English learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	English Learners are underperforming compared to other student groups at Rancho.	English learners will increase their proficiency on the ELPAC.
iReady Diagnostic Assessment Data	English learners are 141.1 points below standard in ELA (yellow) and 174.7 points below standard in math (orange) on the CAASPP.	English learners will increase their proficiency on the CAASPP.
Department SMARTE goals	English learners declined by 4.3% on the ELPAC	50% of English learners will reach their typical growth targets on the iReady diagnostic.
		50% of English learners will reach their stretch growth targets on the iReady diagnostic.

## 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	Teachers will participate in Integrated ELD training and will analyze formative and summative assessment data to determine appropriate scaffolds of support across disciplines.	English Learners	
1.2	A strategic advisor will oversee the needs of English Learners to progress monitor students.	English Learners	3000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for planning and data analysis 200 Site Formula Funds 3000-3999: Employee Benefits Extra hours for planning and data analysis
1.3	Flex time will be used to provide additional instruction for English Learners for targeted skill support.	English Learners	130 Donations 4000-4999: Books And Supplies Materials for learning opportunities
1.4	Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners	English Learners	28,000 District Funded 1000-1999: Certificated Personnel Salaries ELD support class using Read 180 4,362 District Funded 3000-3999: Employee Benefits ELD support class using Read 180
1.5	Extending learning time will be provided to English Learners to recoup ADA when absences accumulate and learning loss occurs.	English Learners	1000 District Funded 1000-1999: Certificated Personnel Salaries Extended Learning School 100 District Funded 3000-3999: Employee Benefits Extended School intervention hours
1.6	Teachers will prioritize and implement instructional strategies that include the use thinking maps, G.A.T.E. differentiation strategies, writing strategies, collaboration, and integrated ELD scaffolds in the classroom environment in all subject areas.	English Learners	1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for support training and collaboration opportunities for departments.

			250 Site Formula Funds 3000-3999: Employee Benefits Extra hours for support training and collaboration opportunities for departments.
1.7	All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.	English Learners	2000 District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract with OCDE 1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs
1.8	All ELA teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with integrated ELD instructional practices. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.	English Learners	1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs 675 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration 175 Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration
1.9	Rancho will rely on a consistent translator for all communication to ensure parents are engaged and participatory.	English Learners	500 Site Formula Funds 2000-2999: Classified Personnel Salaries Hourly rates for translation services 500 Site Formula Funds 3000-3999: Employee Benefits Hourly rates for translation services
1.10	Establishment of a MTSS committee to address Tier II/III student needs.	English Learners	1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra Hour Work 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work
1.11	Credit recovery offerings to meet graduation requirements.	English Learners	5,000 Site Formula Funds

			1000-1999: Certificated Personnel Salaries Extra Hour Work 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work
1.12	Before (PowerStart) and after-school (PowerFinish) tutoring offerings.	English Learners	2,500 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra Hour Work 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

English learners did not increase proficiency in the previous year in ELA or math on the CAASPP.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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.

The new goal has been created to use more internal measures to adequately progress monitor the students with the use of iReady and growth targets.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Students with Disabilities Achievement

By May 2025, students with disabilities will increase proficiency in ELA by reaching yellow on the dashboard and will increase math proficiency by reaching orange on the dashboard as determined by CAASPP. 50% of students with disabilities will reach their typical growth targets and 25% will reach their stretch growth targets on the iReady diagnostic.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Academic Excellence

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

Improved proficiency in ELA and math for all special education students

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Students with disabilities are underperforming compared to other students groups at Rancho.	Students with disabilities will increase their proficiency on the CAASPP.
iReady Diagnostic Assessment Data	Students with disabilities are 122.8 points below standard in ELA (orange) and 174.1 points below standard in math (red) on the CAASPP.	50% of students with disabilities will reach their typical growth targets on the iReady diagnostic.
Department SMARTe goals	Students with disabilities increased 5.3 points on the ELA CAASPP.	25% of students with disabilities will reach their stretch growth targets on the iReady diagnostic.
	Students with disabilities decreased 13 points on the math CAASPP.	

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support.	Students with Disabilities	3000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour collaboration/attendance at appropriate conferences 500 Site Formula Funds 3000-3999: Employee Benefits Extra hour collaboration/attendance at appropriate conferences
2.2	Rancho's master schedule for special education will support the addition of additional push-in sections to ensure students are supported by both a general education and special education teacher in a least restricted environment.	Students with Disabilities	28,000 District Funded 1000-1999: Certificated Personnel Salaries Special Education push-in classes 4362 District Funded 3000-3999: Employee Benefits Special Education push-in classes
2.3	Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).	Students with Disabilities	130 Site Formula Funds 4000-4999: Books And Supplies student rewards
2.4	Teachers will prioritize and implement instructional strategies that include the use thinking maps, G.A.T.E. differentiation strategies, writing strategies, collaboration, and appropriate accommodations/modifications in the classroom environment in all subject areas.	Students with Disabilities	1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development for teachers 250 Site Formula Funds 3000-3999: Employee Benefits Professional development for teachers
2.5	Strategic staff will consistently progress monitor the attendance and discipline rates of all students with disabilities to reward expected behaviors and celebrate improvements. This will include parent involvement and communication.	Students with Disabilities	500 Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development of site teacher leaders in best practices for Students with Disabilities. 200 Site Formula Funds 3000-3999: Employee Benefits Professional development of site teacher leaders in best practices for Students with Disabilities.

2.6	All special education staff will continue to meet with their general education peers to provide appropriate scaffolds and access to grade-level curriculum.	Students with Disabilities	1000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub Costs of special education team
2.7	Extending learning time will be provided to English Learners to recoup ADA when absences accumulate and learning loss occurs.	Students with Disabilities	1000 District Funded 1000-1999: Certificated Personnel Salaries Extended learning school 100 District Funded 3000-3999: Employee Benefits Extended School intervention hours
2.8	All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction that meet the individualized needs of students.	Students with Disabilities	3200 District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract with OCDE 1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs
2.9	All ELA teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with appropriate accommodations and modifications for students with disabilities. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.	Students with Disabilities	1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs 675 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration 175 Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration
2.10	Establishment of a MTSS committee to address Tier I/II student needs.	Students with Disabilities	1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboratioj 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work
2.11	Credit recovery offerings to meet graduation requirements.	Students with Disabilities	5,000 Site Formula Funds 1000-1999: Certificated Personnel Salaries

			Extra Hour Work 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work
2.12	Before (PowerStart) and after-school (PowerFinish) tutoring offerings	Students with Disabilities	2,500 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra Hour Work 500 Site Formula Funds 3000-3999: Employee Benefits Extra Hour Work

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students with disabilities increased ELA proficiency but decreased math proficiency on the CAASPP.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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.

The new goal has been created to use more internal measures to adequately progress monitor the students with the use of iReady and growth targets.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement for All Students

By May 2025, Rancho will increase the overall attendance rate by 2% (over 97%) and chronic absenteeism will decrease by 5% resulting in movement on the California dashboard from orange to yellow.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

### 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.

All Students

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey results	Staff have the biggest concerns about consistency of behavior expectations, the general safety of the campus, students being give opportunities to work beyond their grade level, English learner access to core content areas, and the productivity of teacher/staff meetings.	The overall of attendance rate at Rancho will exceed 97% from August to May.
Parent survey results	Parents have the biggest concerns about consistent enforcement of rules, the general safety of the campus, timely feedback on student assignments, students being given the opportunity to work beyond their grade level, and the overall cleanliness of the campus.	The percentage of staff and parents who disagree that rules are consistently enforced and that the campus is safe and orderly will decrease according to LCAP surveys.
Monthly Attendance Rates	Rancho's attendance rate from August to February is 95.18%, an increase of 0.67% compared to the same time frame from the previous year.	Chronic absenteeism will decrease by 5% or more.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	A focus on positive student recognition through Trojan Triumph Positive Referrals, Starbuck rewards, Student of the Month recognition, the Rancho-Starbuck website, Social Media, REACH assemblies, PA announcements, and phone messages to promote positive behavior, positive character, and strong work ethic.	All Students	5,000 ASB 0000: Unrestricted Prizes and rewards
3.2	Counselor intern program provides social-emotional support to students on a consistent basis and will include absence and suspension progress monitoring.	All Students	84000 District Funded 1000-1999: Certificated Personnel Salaries Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students. 1680 District Funded 3000-3999: Employee Benefits Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.
3.3	Student assemblies and activities geared at inspiration, kindness, and motivation.	All Students	5,000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Consulting services for development of a positive school culture
3.4	A focus on positive behavior intervention supports and teaching school-wide expected behaviors with recognition.	All Students	2500 Site Formula Funds 0000: Unrestricted Purchase of materials and prizes
3.5	Parent University Nights to educate parents on important topics impacting their adolescent children.	All students	500 Donations 4000-4999: Books And Supplies Expenditures related to parent university
3.6	A 0-period offering in physical education will be added to the master schedule to allow students the opportunity to have an elective if they require extra supports within their school day or two electives if that is preferred.	All Students	16,000 District Funded 1000-1999: Certificated Personnel Salaries FTE section of a certificated employee
3.7	Kindness campaign lesson implementation to address the social/emotional needs of students and	All Students	1000 Site Formula Funds



	give students a safe space to talk about positive decision-making.		4000-4999: Books And Supplies Purchase of materials for SEL related materials.
3.8	Staff professional learning and student events that promotes inclusivity, unity, and peer to peer acceptance that is ongoing and repetitive.	All Students	5,000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Consultant Fees
3.9	After-school program implementation that includes Esports, Journalism, Robotics, Science Olympiad, Junior Achievement, etc. to increase school connectedness and student opportunities.	All Students	5000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Stipends for advisors 1000 Site Formula Funds 4000-4999: Books And Supplies Program materials and needs
3.10	A Best Buddies program implementation to promote school inclusion and to foster understanding among students.	All Students	1000 Donations 0000: Unrestricted Supplies, food, activities
3.11	Various co-curricular opportunities will be made available for students when available to expose them to college and career pathways as often as possible.	All Students	10,000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Transportation and Registration Fees
3.12	Care Solace will be used to provide students and families additional socio/emotional support.	All Students	
3.13	School-wide attendance campaign to promote school attendance at the classroom level	All Students	2,000 Site Formula Funds 0001-0999: Unrestricted: Locally Defined Supplies/Rewards
3.14	Increased Counselor supports for all students.	All Students	District Funded 1000-1999: Certificated Personnel Salaries  District Funded 3000-3999: Employee Benefits
3.15	Accessibility of Hazel Health for school and home based therapeutic services.	All Students	

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The attendance rate increased slightly from 2022-23 to 2023-24. However, chronic absenteeism has increased significantly.

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.

The new goal is a school-wide approach focused on all students.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Socioeconomically Disadvantaged Students

By May 2025, socioeconomically disadvantaged students will increase proficiency in ELA by reaching yellow on the dashboard and will increase math proficiency by reaching green on the dashboard as determined by CAASPP. 100% of socioeconomically disadvantaged students will reach their typical growth targets on the iReady diagnostic. Out of those 100%, 25% will reach their stretch growth targets on the iReady diagnostic.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

### 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.

Socioeconomically Disadvantaged Students

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Socioeconomically disadvantaged students make up over half of the student body at Rancho-Starbuck.	Socioeconomically disadvantaged students will increase their proficiency on the CAASPP.
iReady Diagnostic Assessment Data	Socioeconomically disadvantaged students are underperforming compared to the school as a whole.	100% of socioeconomically disadvantaged students will reach their typical growth targets on the iReady diagnostic.
Department SMARTe goals		25% of socioeconomically disadvantaged students will reach their stretch growth targets on the iReady diagnostic.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Teachers will participate in professional development aimed at implementation of G.A.T.E. identified strategies to address the needs of diverse learners with varying levels of academic ability.	Socioeconomically disadvantaged students	1000 District Funded 5000-5999: Services And Other Operating Expenditures GATE Training
4.2	Content teachers will be provided additional time to collaborate in order to adjust pacing, design lessons, and integrate effective instructional strategies that address struggling learners.	Socioeconomically disadvantaged students	5000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours outside of the contractual day 400 Site Formula Funds 3000-3999: Employee Benefits Extra hours outside of the contractual day
4.3	Flex time will be used to provide additional instruction for struggling students for targeted skill support.	Socioeconomically disadvantaged students	500 Site Formula Funds 4000-4999: Books And Supplies Materials needed for FLEX
4.4	Students will be provided extended learning opportunities outside of the instructional day to recover credits towards graduation requirements.	Socioeconomically disadvantaged students	10,000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Platform expense/licensing
4.5	Before school tutoring (PowerStart) and after school tutoring (PowerFinish) will be provided in all content areas Tuesday, Wednesday, and Thursday mornings and afternoons.	Socioeconomically disadvantaged students	5,000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly pay 500 Site Formula Funds 3000-3999: Employee Benefits Teacher hourly pay
4.6	Establishment of a MTSS committee to address Tier II/III student needs.	Socioeconomically disadvantaged students	1000 Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly pay 500 Site Formula Funds 3000-3999: Employee Benefits Teacher hourly pay
4.7	Teachers will be provided strategic professional learning committee days to collaborate, calibrate, lesson plan, and create common formative assessments.	Socioeconomically disadvantaged students	2000 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub Costs
4.8	All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.	Socioeconomically disadvantaged students	3200 District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract with OCDE

			1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub Costs
4.9	All teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with effective, high yield instructional practices. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.	Socioeconomically disadvantaged students	1600 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub Costs 675 Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration 175 Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration
4.10	All students will participate in assessing their iReady progress through the use of learning logs .	Socioeconomically disadvantaged students	
4.11	Implementation of an effective teacher progress monitoring system	Socioeconomically disadvantaged students	

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Socioeconomically disadvantaged students are not increasing ELA and math proficiency rates compared to other student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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 new goal has been created to use more internal measures to adequately progress monitor the students with the use of iReady and growth targets.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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
5.2			Curriculum purchase

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 5: Student Achievement

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.

Goal 5: Student Achievement

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.





# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 8

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 9

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 10

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### 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

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$285,214.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## 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 (\$)

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 (\$)
ASB	\$5,000.00
District Funded	\$178,004.00
Donations	\$1,630.00
Site Formula Funds	\$100,580.00

Subtotal of state or local funds included for this school: \$285,214.00

Total of federal, state, and/or local funds for this school: \$285,214.00



# 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
ASB	5,000.00
District Funded	178,004.00
Donations	1,630.00
Site Formula Funds	100,580.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	8,500.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	201,525.00
2000-2999: Classified Personnel Salaries	500.00
3000-3999: Employee Benefits	17,429.00
4000-4999: Books And Supplies	3,260.00
5000-5999: Services And Other Operating Expenditures	23,600.00
5800: Professional/Consulting Services And Operating Expenditures	28,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	ASB	5,000.00
1000-1999: Certificated Personnel Salaries	District Funded	158,000.00

3000-3999: Employee Benefits	District Funded	10,604.00
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	8,400.00
0000: Unrestricted	Donations	1,000.00
4000-4999: Books And Supplies	Donations	630.00
0000: Unrestricted	Site Formula Funds	2,500.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	2,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	43,525.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	500.00
3000-3999: Employee Benefits	Site Formula Funds	6,825.00
4000-4999: Books And Supplies	Site Formula Funds	2,630.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	22,600.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	20,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,092.00
Goal 2	57,292.00
Goal 3	139,680.00
Goal 4	33,150.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Jackson	Principal
Amber Thomson	Parent or Community Member
Naomi Rivera	Parent or Community Member
Shelly English	Parent or Community Member
Arlene Anaya	Parent or Community Member
Hunter Herrera	Secondary Student
Melissa Oke	Classroom Teacher
Jessica Galli	Classroom Teacher
Carin Christerson	Classroom Teacher
Becky Winik	Other School Staff
Janette Thomson	Secondary Student
Sophia Rodriguez	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**

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 4/6/2023.

Attested:



Principal, Jennifer Jackson Ed.D. on 04/02/2024

SSC Chairperson, Arlene Anaya on 04/02/2024

## Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the



baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

*Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

*Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

*Note: Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

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