



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------------|-----------------------------------|--|---------------------------|
| Glen Avon Elementary School | 33 67090 6032163 | May 16, 2024 | June 24, 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 Glen Avon Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in ELA between English learners and Students with Disabilities who demonstrate lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of Extended Learning Opportunities, which will be provided before and after school to provide additional targeted support to students. The academic needs of English Learners and Students with Disabilities will be prioritized. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Glen Avon 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

Glen Avon Elementary is inclusive and welcoming input from staff, parents, and the community to support building a strong SPSA for ongoing school improvement.

The site leadership team includes representatives from each grade level, an English learner facilitator, an intervention facilitator, and a special education facilitator. This team meets monthly, having opportunities to review and provide input on the School Plan throughout the year while reevaluating student and campus needs. Staff is also offered the chance to provide feedback on the SPSA at staff meetings, grade-level collaboration meetings, PBIS meetings, and Attendance Team meetings. This process comprises the following: goals are presented from the current SPSA. Each group is asked to review the goal and provide input and feedback on any areas of action steps and expenditures. Modifications and adjustments are made for each goal's action steps and spending based on feedback from parents, staff, and community stakeholders. Student voice and input are collected through Lunch with the Principal trimester events, Panorama student survey data, and informal student conversations. The school plan is intentionally presented and reviewed, and input is collected at SSC and ELAC throughout the year. Parent groups meet regularly, and input is requested/collected/sought regarding school programs throughout the year within the following meetings and surveys: ELAC, SSC, Booster Club, LCAP surveys, Needs Assessments, and more. Important information is shared annually at the Title 1 Parent Meeting held each Fall. Glen Avon encourages community engagement by inviting community members to all classes offered to parents through Jurupa Unified PICO. Glen Avon keeps an updated digital bulletin board in the office, schoolwide Class Dojo, and the public school website to inform the community of the happenings of Glen Avon Elementary. SPSA development is a collaborative process with Glen Avon educational partner school data is shared with staff, and families with recommendations being secured all recommendations are shared with and approved by SSC.

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.

Glen Avon was in the orange (high) category on Chronic Absenteeism in the student group Students with Disabilities.

Glen Avon was in the orange (high) category on Suspension Rate in the student group English Learner.

Glen Avon was in the red (very low) category on the CAASPP English Language Arts (ELA) in the student groups English Learner and Students with Disabilities and the orange (low) category Overall and in the student groups Students with Disabilities and Hispanic.

Glen Avon was in the orange (low) category on the CAASPP math overall and in the student groups Socio Economically Disadvantaged, English Learner, Students with Disabilities, and Hispanic.

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.

In the area of CAASPP ELA, Glen Avon English Learners and Students with Disabilities scored in the red (very low). There were no red student groups in the areas of CAASPP math, ELPI, Suspension Rate and Chronic Absenteeism.

Other Needs

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

Glen Avon will address the following areas of low performance and performance gaps to improve student outcomes:

Overall, students scored in the orange (low) performance category in the area of CAASPP ELA. Student subgroups that scored in the orange (low) category were Students with Disabilities and Hispanic. Student Subgroups that scored in the red (very low) category were English Learners and Students with Disabilities. To support these students, Glen Avon will monitor NWEA data and reports to ensure these students are being served by BLTs and Intervention Teachers if appropriate. Collaboration with general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps. Extended Learning Opportunities will be offered, which will allow additional time and resources for these students to gain skills and proficiency. Continued professional development for teachers and BLTs will be a focus of ELA, including writing practices.

Overall, students scored in the orange (low) performance category in the area of CAASPP math. Student subgroups that scored in the orange (low) category were Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Hispanic. To support these students, Glen Avon will monitor NWEA data and reports to ensure these students are being served by BLTs and Intervention Teachers if appropriate. Collaboration with general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps. Extended Learning Opportunities will be offered, which will allow additional time and resources for these students to gain skills and proficiency. Continued professional development for teachers will be a focus of math.

Glen Avon will closely monitor English Learner progress in NWEA benchmark data. In addition, teachers will continue to support English Learners using ELD strategies and first-best instructional practices.

Glen Avon will closely monitor all student groups in chronic absenteeism data, with an emphasis on identifying and monitoring students with disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Glen Avon 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 | 1.2% | 1.36% | 1.49% | 6 | 7 | 8 |
| Asian | 2.0% | 2.33% | 2.79% | 10 | 12 | 15 |
| Filipino | 0.4% | % | 0% | 2 | | 0 |
| Hispanic/Latino | 90.3% | 90.87% | 90.69% | 449 | 468 | 487 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 4.2% | 3.69% | 3.54% | 21 | 19 | 19 |
| Multiple/No Response | 1.2% | 0.97% | 0.56% | 6 | 5 | 3 |
| Total Enrollment | | | | 497 | 515 | 537 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|------------|------------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 75 | 80 | 64 |
| Grade 1 | 61 | 68 | 80 |
| Grade 2 | 75 | 64 | 77 |
| Grade3 | 73 | 76 | 72 |
| Grade 4 | 83 | 72 | 81 |
| Grade 5 | 69 | 82 | 83 |
| Grade 6 | 61 | 73 | 80 |
| Total Enrollment | 497 | 515 | 537 |

Conclusions based on this data:

- 90.69% of our students are Hispanic /Latino. (487 students)
- Glen Avon total enrollment has increased over the past 3 years.

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) | 184 | 218 | 230 | 37% | 42.3% | 42.8% |
| Fluent English Proficient (FEP) | 90 | 74 | 62 | 18.10% | 14.4% | 11.5% |
| Reclassified Fluent English Proficient (RFEP) | 5 | 8 | 12 | 3% | 4% | 5% |

Conclusions based on this data:

1. The percent of English Learners at Glen Avon has increased over the last three years.
2. The percent of Fluent English Proficient students at Glen Avon has decreased over the past three years.
3. The percent of Reclassified Fluent English Proficient students at Glen Avon has increased of the past three 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 | | | % of Enrolled 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 |
| Grade 3 | 71 | 77 | 75 | 0 | 72 | 73 | 0 | 72 | 73 | 0.0 | 93.5 | 97.3 |
| Grade 4 | 82 | 76 | 77 | 0 | 75 | 75 | 0 | 75 | 75 | 0.0 | 98.7 | 97.4 |
| Grade 5 | 71 | 77 | 84 | 0 | 76 | 83 | 0 | 76 | 83 | 0.0 | 98.7 | 98.8 |
| Grade 6 | 61 | 74 | 76 | 0 | 71 | 75 | 0 | 71 | 75 | 0.0 | 95.9 | 98.7 |
| All Grades | 285 | 304 | 312 | 0 | 294 | 306 | 0 | 294 | 306 | 0.0 | 96.7 | 98.1 |

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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | N/A | 2410. | 2395. | N/A | 20.83 | 21.92 | N/A | 19.44 | 13.70 | N/A | 23.61 | 20.55 | N/A | 36.11 | 43.84 |
| Grade 4 | N/A | 2426. | 2422. | N/A | 12.00 | 10.67 | N/A | 12.00 | 20.00 | N/A | 28.00 | 17.33 | N/A | 48.00 | 52.00 |
| Grade 5 | N/A | 2443. | 2446. | N/A | 6.58 | 6.02 | N/A | 19.74 | 21.69 | N/A | 21.05 | 20.48 | N/A | 52.63 | 51.81 |
| Grade 6 | N/A | 2501. | 2491. | N/A | 8.45 | 5.33 | N/A | 35.21 | 25.33 | N/A | 23.94 | 36.00 | N/A | 32.39 | 33.33 |
| All Grades | N/A | N/A | N/A | N/A | 11.90 | 10.78 | N/A | 21.43 | 20.26 | N/A | 24.15 | 23.53 | N/A | 42.52 | 45.42 |

| 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 | N/A | 15.28 | 19.18 | N/A | 63.89 | 50.68 | N/A | 20.83 | 30.14 |
| Grade 4 | N/A | 9.33 | 9.33 | N/A | 66.67 | 66.67 | N/A | 24.00 | 24.00 |
| Grade 5 | N/A | 7.89 | 8.43 | N/A | 63.16 | 59.04 | N/A | 28.95 | 32.53 |
| Grade 6 | N/A | 8.45 | 8.00 | N/A | 61.97 | 54.67 | N/A | 29.58 | 37.33 |
| Grade 11 | NA | | | NA | | | NA | | |
| All Grades | N/A | 10.20 | 11.11 | N/A | 63.95 | 57.84 | N/A | 25.85 | 31.05 |

| 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 | N/A | 11.11 | 13.70 | N/A | 63.89 | 52.05 | N/A | 25.00 | 34.25 |
| Grade 4 | N/A | 6.67 | 4.00 | N/A | 52.00 | 60.00 | N/A | 41.33 | 36.00 |
| Grade 5 | N/A | 10.53 | 7.23 | N/A | 46.05 | 50.60 | N/A | 43.42 | 42.17 |
| Grade 6 | N/A | 12.68 | 4.00 | N/A | 57.75 | 68.00 | N/A | 29.58 | 28.00 |
| Grade 11 | NA | | | NA | | | NA | | |
| All Grades | N/A | 10.20 | 7.19 | N/A | 54.76 | 57.52 | N/A | 35.03 | 35.29 |

| 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 | N/A | 5.56 | 6.85 | N/A | 70.83 | 72.60 | N/A | 23.61 | 20.55 |
| Grade 4 | N/A | 8.00 | 5.33 | N/A | 76.00 | 80.00 | N/A | 16.00 | 14.67 |
| Grade 5 | N/A | 5.26 | 4.82 | N/A | 59.21 | 72.29 | N/A | 35.53 | 22.89 |
| Grade 6 | N/A | 9.86 | 5.33 | N/A | 67.61 | 82.67 | N/A | 22.54 | 12.00 |
| Grade 11 | NA | | | NA | | | NA | | |
| All Grades | N/A | 7.14 | 5.56 | N/A | 68.37 | 76.80 | N/A | 24.49 | 17.65 |

| 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 | N/A | 13.89 | 13.70 | N/A | 65.28 | 54.79 | N/A | 20.83 | 31.51 |
| Grade 4 | N/A | 10.67 | 4.00 | N/A | 62.67 | 77.33 | N/A | 26.67 | 18.67 |
| Grade 5 | N/A | 5.26 | 7.23 | N/A | 65.79 | 68.67 | N/A | 28.95 | 24.10 |
| Grade 6 | N/A | 14.08 | 6.67 | N/A | 67.61 | 76.00 | N/A | 18.31 | 17.33 |
| All Grades | N/A | 10.88 | 7.84 | N/A | 65.31 | 69.28 | N/A | 23.81 | 22.88 |

Conclusions based on this data:

1. The overall achievement in ELA for all students has declined in the 2022-2023 school year.
2. The percentage of students above standard in Reading has increase in the 2023 school year.
3. Overall, the writing strand shows the greatest number of students below standard.

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 | | | % of Enrolled 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 |
| Grade 3 | 71 | 77 | 75 | 0 | 74 | 75 | 0 | 74 | 75 | 0.0 | 96.1 | 100.0 |
| Grade 4 | 82 | 76 | 77 | 0 | 76 | 77 | 0 | 76 | 77 | 0.0 | 100.0 | 100.0 |
| Grade 5 | 71 | 77 | 84 | 0 | 76 | 83 | 0 | 76 | 83 | 0.0 | 98.7 | 98.8 |
| Grade 6 | 61 | 74 | 76 | 0 | 72 | 76 | 0 | 72 | 76 | 0.0 | 97.3 | 100.0 |
| All Grades | 285 | 304 | 312 | 0 | 298 | 311 | 0 | 298 | 311 | 0.0 | 98.0 | 99.7 |

* 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 | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | | 2421. | 2409. | | 18.92 | 10.67 | | 28.38 | 36.00 | | 20.27 | 20.00 | | 32.43 | 33.33 |
| Grade 4 | | 2434. | 2434. | | 7.89 | 3.90 | | 14.47 | 22.08 | | 39.47 | 32.47 | | 38.16 | 41.56 |
| Grade 5 | | 2427. | 2427. | | 3.95 | 2.41 | | 6.58 | 2.41 | | 27.63 | 30.12 | | 61.84 | 65.06 |
| Grade 6 | | 2491. | 2483. | | 6.94 | 6.58 | | 22.22 | 14.47 | | 29.17 | 32.89 | | 41.67 | 46.05 |
| All Grades | N/A | N/A | N/A | | 9.40 | 5.79 | | 17.79 | 18.33 | | 29.19 | 28.94 | | 43.62 | 46.95 |

| 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 | | 27.03 | 24.00 | | 41.89 | 45.33 | | 31.08 | 30.67 |
| Grade 4 | | 11.84 | 14.29 | | 44.74 | 46.75 | | 43.42 | 38.96 |
| Grade 5 | | 3.95 | 2.41 | | 30.26 | 37.35 | | 65.79 | 60.24 |
| Grade 6 | | 9.72 | 7.89 | | 47.22 | 42.11 | | 43.06 | 50.00 |
| All Grades | | 13.09 | 11.90 | | 40.94 | 42.77 | | 45.97 | 45.34 |

| 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 | | 20.27 | 17.33 | | 48.65 | 52.00 | | 31.08 | 30.67 |
| Grade 4 | | 9.21 | 7.79 | | 48.68 | 48.05 | | 42.11 | 44.16 |
| Grade 5 | | 3.95 | 2.41 | | 40.79 | 53.01 | | 55.26 | 44.58 |
| Grade 6 | | 5.56 | 3.95 | | 58.33 | 52.63 | | 36.11 | 43.42 |
| All Grades | | 9.73 | 7.72 | | 48.99 | 51.45 | | 41.28 | 40.84 |

| 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 | | 20.27 | 10.67 | | 58.11 | 64.00 | | 21.62 | 25.33 |
| Grade 4 | | 10.53 | 6.49 | | 53.95 | 51.95 | | 35.53 | 41.56 |
| Grade 5 | | 3.95 | 3.61 | | 48.68 | 49.40 | | 47.37 | 46.99 |
| Grade 6 | | 13.89 | 9.21 | | 58.33 | 61.84 | | 27.78 | 28.95 |
| All Grades | | 12.08 | 7.40 | | 54.70 | 56.59 | | 33.22 | 36.01 |

Conclusions based on this data:

1. The overall percent of students exceeding and meeting mathematics has declined in 2023.
2. Applying mathematical concepts and procedures has the most students exceeding the standard at 11.9%.
3. More students scored Above or At/Near Standard in Communicating Reasoning than any other strand.

School and Student Performance Data

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

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

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 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 | 1402.8 | 1417.9 | 1399.9 | 1416.4 | 1429.4 | 1417.7 | 1371.3 | 1390.6 | 1358.4 | 33 | 35 | 33 |
| 1 | 1432.9 | 1423.2 | 1465.2 | 1450.3 | 1430.7 | 1476.9 | 1415.0 | 1415.3 | 1452.8 | 22 | 34 | 31 |
| 2 | 1452.2 | 1473.0 | 1461.1 | 1445.9 | 1485.8 | 1469.0 | 1458.1 | 1459.8 | 1452.6 | 31 | 24 | 31 |
| 3 | 1480.6 | 1498.1 | 1497.2 | 1476.5 | 1501.9 | 1505.8 | 1484.3 | 1493.7 | 1488.0 | 31 | 34 | 32 |
| 4 | 1487.7 | 1492.5 | 1501.7 | 1487.3 | 1474.9 | 1499.1 | 1487.4 | 1509.7 | 1503.8 | 35 | 31 | 33 |
| 5 | 1486.2 | 1515.6 | 1530.4 | 1482.7 | 1517.5 | 1538.2 | 1489.4 | 1513.2 | 1522.0 | 21 | 34 | 34 |
| 6 | 1515.3 | 1514.0 | 1551.0 | 1513.1 | 1517.8 | 1550.1 | 1517.2 | 1509.7 | 1551.5 | 12 | 24 | 34 |
| All Grades | | | | | | | | | | 185 | 216 | 228 |

| 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 | 9.09 | 14.29 | 3.03 | 21.21 | 20.00 | 42.42 | 51.52 | 51.43 | 36.36 | 18.18 | 14.29 | 18.18 | 33 | 35 | 33 |
| 1 | 0.00 | 2.94 | 16.13 | 27.27 | 23.53 | 45.16 | 50.00 | 47.06 | 32.26 | 22.73 | 26.47 | 6.45 | 22 | 34 | 31 |
| 2 | 3.23 | 8.33 | 3.23 | 41.94 | 50.00 | 41.94 | 38.71 | 29.17 | 41.94 | 16.13 | 12.50 | 12.90 | 31 | 24 | 31 |
| 3 | 6.45 | 20.59 | 21.88 | 38.71 | 41.18 | 43.75 | 38.71 | 23.53 | 21.88 | 16.13 | 14.71 | 12.50 | 31 | 34 | 32 |
| 4 | 11.43 | 6.45 | 21.21 | 28.57 | 41.94 | 30.30 | 45.71 | 35.48 | 27.27 | 14.29 | 16.13 | 21.21 | 35 | 31 | 33 |
| 5 | 0.00 | 2.94 | 26.47 | 23.81 | 50.00 | 35.29 | 52.38 | 41.18 | 29.41 | 23.81 | 5.88 | 8.82 | 21 | 34 | 34 |
| 6 | 8.33 | 12.50 | 23.53 | 33.33 | 33.33 | 58.82 | 50.00 | 37.50 | 17.65 | 8.33 | 16.67 | 0.00 | 12 | 24 | 34 |
| All Grades | 5.95 | 9.72 | 16.67 | 30.81 | 36.57 | 42.54 | 45.95 | 38.43 | 29.39 | 17.30 | 15.28 | 11.40 | 185 | 216 | 228 |

| 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 | 9.09 | 20.00 | 15.15 | 27.27 | 22.86 | 36.36 | 42.42 | 45.71 | 24.24 | 21.21 | 11.43 | 24.24 | 33 | 35 | 33 |
| 1 | 9.09 | 20.59 | 38.71 | 40.91 | 20.59 | 35.48 | 40.91 | 35.29 | 19.35 | 9.09 | 23.53 | 6.45 | 22 | 34 | 31 |
| 2 | 9.68 | 25.00 | 16.13 | 38.71 | 50.00 | 45.16 | 35.48 | 25.00 | 25.81 | 16.13 | 0.00 | 12.90 | 31 | 24 | 31 |
| 3 | 19.35 | 47.06 | 50.00 | 48.39 | 26.47 | 25.00 | 16.13 | 14.71 | 15.63 | 16.13 | 11.76 | 9.38 | 31 | 34 | 32 |
| 4 | 14.29 | 19.35 | 33.33 | 51.43 | 29.03 | 33.33 | 22.86 | 29.03 | 18.18 | 11.43 | 22.58 | 15.15 | 35 | 31 | 33 |
| 5 | 14.29 | 26.47 | 55.88 | 33.33 | 64.71 | 32.35 | 38.10 | 8.82 | 2.94 | 14.29 | 0.00 | 8.82 | 21 | 34 | 34 |
| 6 | 16.67 | 33.33 | 47.06 | 58.33 | 41.67 | 50.00 | 25.00 | 16.67 | 2.94 | 0.00 | 8.33 | 0.00 | 12 | 24 | 34 |
| All Grades | 12.97 | 27.31 | 36.84 | 41.62 | 35.65 | 36.84 | 31.35 | 25.46 | 15.35 | 14.05 | 11.57 | 10.96 | 185 | 216 | 228 |

| 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 | 3.03 | 5.71 | 0.00 | 15.15 | 14.29 | 6.06 | 51.52 | 48.57 | 69.70 | 30.30 | 31.43 | 24.24 | 33 | 35 | 33 |
| 1 | 0.00 | 2.94 | 9.68 | 22.73 | 11.76 | 32.26 | 31.82 | 38.24 | 32.26 | 45.45 | 47.06 | 25.81 | 22 | 34 | 31 |
| 2 | 0.00 | 4.17 | 0.00 | 38.71 | 29.17 | 32.26 | 35.48 | 37.50 | 38.71 | 25.81 | 29.17 | 29.03 | 31 | 24 | 31 |
| 3 | 0.00 | 8.82 | 3.13 | 25.81 | 20.59 | 34.38 | 51.61 | 52.94 | 31.25 | 22.58 | 17.65 | 31.25 | 31 | 34 | 32 |
| 4 | 2.86 | 3.23 | 0.00 | 11.43 | 38.71 | 33.33 | 42.86 | 38.71 | 30.30 | 42.86 | 19.35 | 36.36 | 35 | 31 | 33 |
| 5 | 0.00 | 0.00 | 2.94 | 4.76 | 11.76 | 23.53 | 42.86 | 67.65 | 55.88 | 52.38 | 20.59 | 17.65 | 21 | 34 | 34 |
| 6 | 0.00 | 0.00 | 17.65 | 8.33 | 20.83 | 35.29 | 75.00 | 37.50 | 41.18 | 16.67 | 41.67 | 5.88 | 12 | 24 | 34 |
| All Grades | 1.08 | 3.70 | 4.82 | 19.46 | 20.37 | 28.07 | 45.41 | 46.76 | 42.98 | 34.05 | 29.17 | 24.12 | 185 | 216 | 228 |

| 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 | 6.06 | 17.14 | 6.06 | 81.82 | 77.14 | 69.70 | 12.12 | 5.71 | 24.24 | 33 | 35 | 33 |
| 1 | 22.73 | 20.59 | 51.61 | 68.18 | 52.94 | 38.71 | 9.09 | 26.47 | 9.68 | 22 | 34 | 31 |
| 2 | 22.58 | 20.83 | 22.58 | 58.06 | 79.17 | 61.29 | 19.35 | 0.00 | 16.13 | 31 | 24 | 31 |
| 3 | 29.03 | 32.35 | 12.50 | 48.39 | 52.94 | 59.38 | 22.58 | 14.71 | 28.13 | 31 | 34 | 32 |
| 4 | 22.86 | 45.16 | 27.27 | 54.29 | 35.48 | 48.48 | 22.86 | 19.35 | 24.24 | 35 | 31 | 33 |
| 5 | 14.29 | 5.88 | 29.41 | 71.43 | 76.47 | 61.76 | 14.29 | 17.65 | 8.82 | 21 | 34 | 34 |
| 6 | 8.33 | 12.50 | 17.65 | 75.00 | 54.17 | 79.41 | 16.67 | 33.33 | 2.94 | 12 | 24 | 34 |
| All Grades | 18.92 | 22.22 | 23.68 | 63.78 | 61.11 | 60.09 | 17.30 | 16.67 | 16.23 | 185 | 216 | 228 |

| 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 | 9.09 | 14.29 | 21.21 | 51.52 | 62.86 | 48.48 | 39.39 | 22.86 | 30.30 | 33 | 35 | 33 |
| 1 | 0.00 | 8.82 | 29.03 | 90.91 | 64.71 | 67.74 | 9.09 | 26.47 | 3.23 | 22 | 34 | 31 |
| 2 | 9.68 | 33.33 | 32.26 | 74.19 | 62.50 | 58.06 | 16.13 | 4.17 | 9.68 | 31 | 24 | 31 |
| 3 | 22.58 | 58.82 | 62.50 | 58.06 | 29.41 | 25.00 | 19.35 | 11.76 | 12.50 | 31 | 34 | 32 |
| 4 | 37.14 | 12.90 | 39.39 | 51.43 | 58.06 | 42.42 | 11.43 | 29.03 | 18.18 | 35 | 31 | 33 |
| 5 | 23.81 | 79.41 | 85.29 | 66.67 | 17.65 | 8.82 | 9.52 | 2.94 | 5.88 | 21 | 34 | 34 |
| 6 | 50.00 | 83.33 | 82.35 | 50.00 | 8.33 | 17.65 | 0.00 | 8.33 | 0.00 | 12 | 24 | 34 |
| All Grades | 20.00 | 40.28 | 50.88 | 62.70 | 43.98 | 37.72 | 17.30 | 15.74 | 11.40 | 185 | 216 | 228 |

| 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 | 3.03 | 5.71 | 0.00 | 78.79 | 71.43 | 75.76 | 18.18 | 22.86 | 24.24 | 33 | 35 | 33 |
| 1 | 9.09 | 5.88 | 22.58 | 22.73 | 41.18 | 45.16 | 68.18 | 52.94 | 32.26 | 22 | 34 | 31 |
| 2 | 9.68 | 4.17 | 9.68 | 64.52 | 62.50 | 54.84 | 25.81 | 33.33 | 35.48 | 31 | 24 | 31 |
| 3 | 0.00 | 5.88 | 3.13 | 61.29 | 50.00 | 53.13 | 38.71 | 44.12 | 43.75 | 31 | 34 | 32 |
| 4 | 2.86 | 0.00 | 6.06 | 42.86 | 61.29 | 54.55 | 54.29 | 38.71 | 39.39 | 35 | 31 | 33 |
| 5 | 0.00 | 2.94 | 2.94 | 42.86 | 58.82 | 64.71 | 57.14 | 38.24 | 32.35 | 21 | 34 | 34 |
| 6 | 0.00 | 0.00 | 11.76 | 41.67 | 37.50 | 47.06 | 58.33 | 62.50 | 41.18 | 12 | 24 | 34 |
| All Grades | 3.78 | 3.70 | 7.89 | 53.51 | 55.09 | 56.58 | 42.70 | 41.20 | 35.53 | 185 | 216 | 228 |

| 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 | 15.15 | 11.43 | 9.09 | 42.42 | 57.14 | 57.58 | 42.42 | 31.43 | 33.33 | 33 | 35 | 33 |
| 1 | 0.00 | 2.94 | 3.23 | 68.18 | 67.65 | 83.87 | 31.82 | 29.41 | 12.90 | 22 | 34 | 31 |
| 2 | 6.45 | 16.67 | 3.23 | 64.52 | 62.50 | 80.65 | 29.03 | 20.83 | 16.13 | 31 | 24 | 31 |
| 3 | 3.23 | 14.71 | 25.00 | 80.65 | 76.47 | 62.50 | 16.13 | 8.82 | 12.50 | 31 | 34 | 32 |
| 4 | 0.00 | 22.58 | 21.21 | 74.29 | 64.52 | 57.58 | 25.71 | 12.90 | 21.21 | 35 | 31 | 33 |
| 5 | 0.00 | 5.88 | 14.71 | 61.90 | 85.29 | 79.41 | 38.10 | 8.82 | 5.88 | 21 | 34 | 34 |
| 6 | 0.00 | 16.67 | 52.94 | 100.00 | 66.67 | 47.06 | 0.00 | 16.67 | 0.00 | 12 | 24 | 34 |
| All Grades | 4.32 | 12.50 | 18.86 | 67.57 | 68.98 | 66.67 | 28.11 | 18.52 | 14.47 | 185 | 216 | 228 |

Conclusions based on this data:

1. The amount of English Learners has increased over the past three years.

2. The speaking and writing domains show the greatest increase of the number of students scoring "Well Developed".
3. Grades 1, 3, 4, 5 and 6 increased overall percentage of students in Level 4.

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 |
| 537 | 83.1 | 42.8 | 1.7 |
| Total Number of Students enrolled in Glen Avon 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 | 230 | 42.8 |
| Foster Youth | 9 | 1.7 |
| Homeless | 2 | 0.4 |
| Socioeconomically Disadvantaged | 446 | 83.1 |
| Students with Disabilities | 75 | 14 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 8 | 1.5 |
| Asian | 15 | 2.8 |
| Hispanic | 487 | 90.7 |
| Two or More Races | 3 | 0.6 |
| White | 19 | 3.5 |

Conclusions based on this data:

1. 42.8% of the students at Glen Avon are English Learners.
2. 90.7% of students at Glen Avon are Hispanic.
3. 83.1% of students at Glen Avon are Socioeconomically Disadvantaged.

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 |
|--|--|--------------------------------------|
| English Language Arts Orange | Chronic Absenteeism Yellow | Suspension Rate Yellow |
| Mathematics Orange | | |
| English Learner Progress Green | | |

Conclusions based on this data:

1. English Learner progress scored in the Green.
2. Chronic Absenteeism and Suspension Rate scored in the Yellow.
3. English Language Arts and Mathematics scored in the Orange.

School and Student Performance Data

Academic Performance English Language Arts

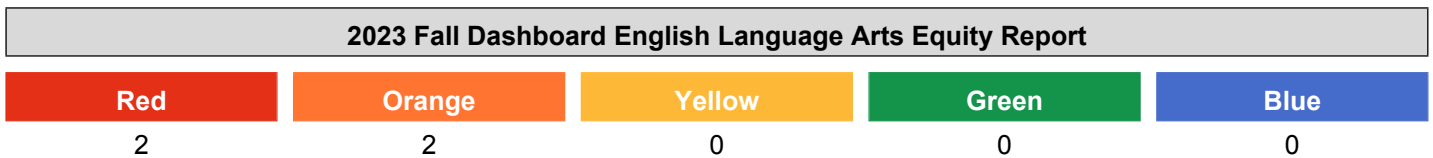
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 | | |
|---|--|---|
| All Students  Orange 44.4 points below standard Decreased -6.3 points 297 Students | English Learners  Red 70.3 points below standard Decreased -8.5 points 144 Students | Foster Youth Less than 11 Students 4 Students |
| Homeless  No Performance Color 0 Students | Socioeconomically Disadvantaged  Orange 47.3 points below standard Decreased -5.5 points 257 Students | Students with Disabilities  Red 98.6 points below standard Decreased -6.1 points 45 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| Less than 11 Students 3 Students |  No Performance Color 0 Students | Less than 11 Students 7 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 49.9 points below standard Decreased -6.4 points 273 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | 34.2 points above standard 11 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 |
|---|--|--|
| 83.3 points below standard Increased +6.7 points 121 Students | 1.7 points below standard Decreased Significantly -24.9 points 23 Students | 32 points below standard Decreased -10.2 points 119 Students |

Conclusions based on this data:

- Glen Avon students overall scored in the Orange for English Language Arts.
- Socioeconomic and Hispanic subgroups scored in the Orange for English Language Arts.
- English Learners and Students with Disabilities scored in the Red for English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

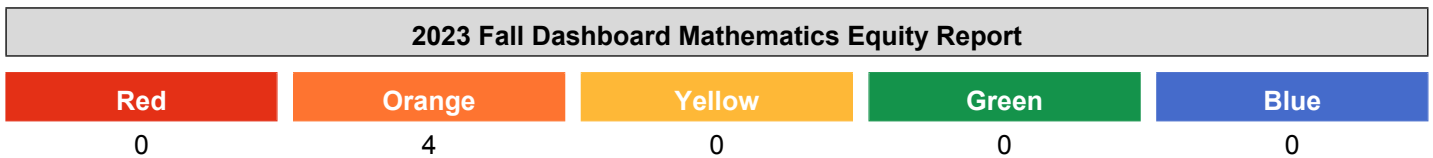
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 | | | | | | | | | | | | | | | |
|--|--------------|---|----------------------------|---|---------------------------------|---|----------------------------|---|----------------------------|--|----------------------------|---|-----------------------------|-----------------------|-------------|
| <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>60.4 points below standard</td> </tr> <tr> <td>Decreased -4 points</td> </tr> <tr> <td>297 Students</td> </tr> </tbody> </table> | All Students |  Orange | 60.4 points below standard | Decreased -4 points | 297 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>84.3 points below standard</td> </tr> <tr> <td>Decreased -14.3 points</td> </tr> <tr> <td>144 Students</td> </tr> </tbody> </table> | English Learners |  Orange | 84.3 points below standard | Decreased -14.3 points | 144 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>4 Students</td> </tr> </tbody> </table> | Foster Youth | Less than 11 Students | 4 Students |
| All Students | | | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | | | |
| 60.4 points below standard | | | | | | | | | | | | | | | |
| Decreased -4 points | | | | | | | | | | | | | | | |
| 297 Students | | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | | | |
| 84.3 points below standard | | | | | | | | | | | | | | | |
| Decreased -14.3 points | | | | | | | | | | | | | | | |
| 144 Students | | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | | |
| Less than 11 Students | | | | | | | | | | | | | | | |
| 4 Students | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table> | Homeless |  No Performance Color | 0 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>63.7 points below standard</td> </tr> <tr> <td>Decreased -3.2 points</td> </tr> <tr> <td>257 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged |  Orange | 63.7 points below standard | Decreased -3.2 points | 257 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>108.6 points below standard</td> </tr> <tr> <td>Increased +7.9 points</td> </tr> <tr> <td>45 Students</td> </tr> </tbody> </table> | Students with Disabilities |  Orange | 108.6 points below standard | Increased +7.9 points | 45 Students |
| Homeless | | | | | | | | | | | | | | | |
|  No Performance Color | | | | | | | | | | | | | | | |
| 0 Students | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | | | |
| 63.7 points below standard | | | | | | | | | | | | | | | |
| Decreased -3.2 points | | | | | | | | | | | | | | | |
| 257 Students | | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | | |
|  Orange | | | | | | | | | | | | | | | |
| 108.6 points below standard | | | | | | | | | | | | | | | |
| Increased +7.9 points | | | | | | | | | | | | | | | |
| 45 Students | | | | | | | | | | | | | | | |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| Less than 11 Students 3 Students |  No Performance Color 0 Students | Less than 11 Students 7 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 65.1 points below standard Decreased -4 points 273 Students | Less than 11 Students 2 Students |  No Performance Color 0 Students | 16.1 points above standard 11 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 |
|--|---|--|
| 95 points below standard Maintained -1.3 points 121 Students | 28 points below standard Decreased Significantly -28.3 points 23 Students | 48.1 points below standard Maintained +1.7 points 119 Students |

Conclusions based on this data:

1. Students with Disabilities increased 7.9 points in mathematics.
2. All four student subgroups scored in the Orange in Mathematics.
3. English Learners decreased 14.3 points in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

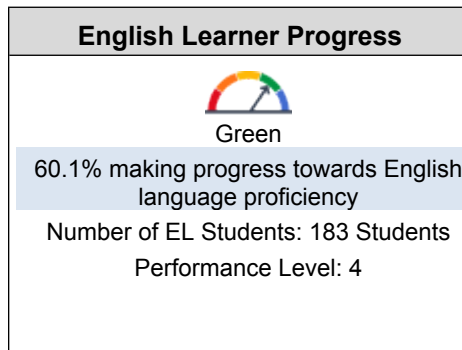
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 24 | 49 | 5 | 105 |

Conclusions based on this data:

1. English Learner progress scored in the Green.
2. English Learner progress scored 60.1 points above standard.
3. 105 English Learners progressed at least one ELPI Level.

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 | | |
|--|---|---|
| All Students Yellow 29.7% Chronically Absent Declined Significantly -9.3 563 Students | English Learners Yellow 29.7% Chronically Absent Declined Significantly -8.9 249 Students | Foster Youth Less than 11 Students 10 Students |
| Homeless Less than 11 Students 2 Students | Socioeconomically Disadvantaged Yellow 31.1% Chronically Absent Declined Significantly -8.7 476 Students | Students with Disabilities Orange 37.4% Chronically Absent Declined -6.2 91 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| <p>Less than 11 Students</p> <p align="center">8 Students</p> | <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p> | <p align="center">11.8% Chronically Absent</p> <p align="center">Declined -3.6</p> <p align="center">17 Students</p> | <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p align="center"></p> <p align="center">Yellow</p> <p align="center">31.7% Chronically Absent</p> <p align="center">Declined Significantly -9.2</p> <p align="center">511 Students</p> | <p>Less than 11 Students</p> <p align="center">8 Students</p> | <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p> | <p align="center">0% Chronically Absent</p> <p align="center">Declined -14.3</p> <p align="center">19 Students</p> |

Conclusions based on this data:

1. Overall Glen Avon scored Yellow with a significant decline of 9.3 in Chronic Absenteeism.
2. English Learners, Hispanic and Socioeconomically Disadvantaged subgroups scored in the Yellow.
3. All subgroups declined in Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

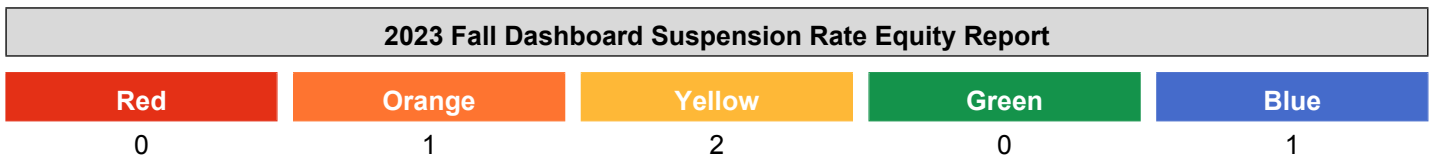
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 | | |
|--|--|--|
| All Students | English Learners | Foster Youth |
| Yellow 0.8% suspended at least one day Increased 0.8 590 Students | Orange 1.2% suspended at least one day Increased 1.2 253 Students | 0% suspended at least one day Maintained 0 13 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| Less than 11 Students 3 Students | Yellow 0.8% suspended at least one day Increased 0.8 499 Students | Blue 0% suspended at least one day Maintained 0 99 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| <p>Less than 11 Students 9 Students</p> | <p align="center"> No Performance Color 0 Students</p> | <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 17 Students</p> | <p align="center"> No Performance Color 0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p align="center"> Yellow</p> <p align="center">0.8% suspended at least one day</p> <p align="center">Increased 0.8 533 Students</p> | <p>Less than 11 Students 9 Students</p> | <p align="center"> No Performance Color 0 Students</p> | <p align="center">4.5% suspended at least one day</p> <p align="center">Increased 4.5 22 Students</p> |

Conclusions based on this data:

1. Glen Avon scored Yellow in Suspension Rate.
2. Students with Disabilities scored Blue in Suspension Rate.
3. Hispanic and Socioeconomically Disadvantaged subgroups scored Yellow in Suspension Rate.

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.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be 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.

Glen Avon was in the orange (low) category for CAASPP English Language Arts (ELA) and math Overall and in the student subgroups Socioeconomically Disadvantaged and Hispanic. Students with Disabilities were in the orange (low) in math. Glen Avon was in the red (very low) category on the CAASPP English Language Arts (ELA) in the student subgroups English Learners and Students with Disabilities.

To support these students, Glen Avon will monitor NWEA data and reports in both ELA and Math to ensure all students are making growth/progress. Based on data, SMART goals will be set with grade levels to focus on achievement growth for each NWEA benchmark. The English Learner subgroup will be monitored, and students will be identified for additional support from BLTs and the Intervention Teacher. In addition, teachers will continue to support English Learners using ELD strategies and first-best instructional practices within classrooms, including Designated and Integrated English Language Development. Students with Disabilities subgroup will be monitored, and collaboration between general education teachers/Intervention teachers/Education Specialists will continue to focus on best practices and ongoing interventions to fill the educational gaps for each of these students based on their Individual Educational Plan. Extended Learning Opportunities will be offered in both ELA and math, which will allow additional time and resources for all students to gain skills and proficiency. ELA will focus on continued professional development for teachers and BLTs, including writing practices and math.

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 |
|--|--|--|
| P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS) | Overall distance from standard: 44.4 points below standard Socioeconomically disadvantaged: 47.3 points below standard English learners: 70.3 points below standard Students with disabilities: 98.6 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 49.9 points below standard Pacific Islander: N/A Two or More Races: N/A White: N/A | Overall distance from standard: 34.4 points below standard Socioeconomically disadvantaged: 37.3 points below standard English learners: 60.3 points below standard Students with disabilities: 88.6 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 39.9 points below standard Pacific Islander: N/A Two or More Races: N/A White: N/A |
| P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS) | Overall distance from standard: 84.3 points below standard Socioeconomically disadvantaged: 87.6 points below standard English learners: 97.2 points below standard Students with disabilities: 133.9 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 84.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: N/A | Overall distance from standard: 74.3 points below standard Socioeconomically disadvantaged: 77.6 points below standard English learners: 87.2 points below standard Students with disabilities: 123.9 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 74.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: N/A |
| P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI) | Current Percentage of English Learners making progress: 60.1% Status Level: Green (High) | Current Percentage of English Learners making progress: 70.1% Status Level: Green (High) |
| P4: English Learner Reclassification Rate during 2023-24 School Year | Reclassification Rate- 26 Students- 11.98% | Reclassification Rate- 36 Students- 16.5% |
| P8: Other Student Outcomes - NWEA ELA | Spring 2023-2024 NWEA ELA Data: The percentage of students scoring average to high: Grade K: 35% Grade 1: 33% Grade 2: 37% Grade 3: 36% Grade 4: 36% Grade 5: 37% Grade 6: 52% | Spring 2024-2025 NWEA ELA Data: The percentage of students scoring average to high: Grade K: 40% Grade 1: 38% Grade 2: 42% Grade 3: 41% Grade 4: 41% Grade 5: 42% Grade 6: 57% |

| | | |
|--|--|--|
| | Overall Achievement: 39% Overall Growth: 51% | Overall Achievement: 44% Overall Growth: 56% |
| P8: Other Student Outcomes - NWEA Math | Spring 2023-2024 NWEA Math Data: The percentage of students scoring average to high: Grade K: 38% Grade 1: 40% Grade 2: 32% Grade 3: 59% Grade 4: 44% Grade 5: 27% Grade 6: 58% Overall Achievement: 61% Overall Growth: 45% | Spring 2024-2025 NWEA Math Data: The percentage of students scoring average to high: Grade K: 43% Grade 1: 45% Grade 2: 37% Grade 3: 64% Grade 4: 49% Grade 5: 32% Grade 6: 63% Overall Achievement: 66% Overall Growth: 50% |

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 | <p>CCSS/NGSS Implementation</p> <p>A. Provide opportunities for teachers to support the full implementation of Common Core State Standards (CCSS) through researched-based academic strategies, professional development, Literacy/Math Intervention Support Teacher, and, when necessary, outside consultants to support the implementation plan.</p> <p>B. Teachers will participate in ongoing collaboration around instructional best practices, and data analysis of local/state assessments in the area of ELA and Math.</p> <p>Provide supplemental materials, resources, instruction, release time for collaboration or professional development, library resources, technology, substitutes, etc., for ELA, ELD, Math, NGSS/Science, STEM/STEAM, and intervention to support ALL students.</p> <p>C. Teachers will be trained to use and implement all newly adopted district curriculum, materials and programs.</p> <p>D. Teachers and support staff will be provided with necessary supplies for their classrooms and students. This includes but is not limited to, copy machines, laminators, poster makers, an adequate supply of paper, appropriate working technology, district print shop services, print materials, etc.</p> <p>E. Digital resources/online subscriptions, including technology, software, and other supplemental</p> | All Students | <p>8000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies</p> <p>6,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contracts for Office Machines</p> <p>500 Title I Basic -- 3010 4000-4999: Books And Supplies Follett for Library Books</p> <p>2700 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Print Shop services</p> <p>705 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Release Time</p> <p>2000 LCFF Suppl/Conc -- 0707</p> |

| | | | |
|-------------------|---|---------------------|--|
| | <p>materials to support all students across all curricula.</p> <p>F. EMCC will provide students, families, and educational partners access to the library, coordinate materials, and provide technology support. EMCC and teachers will inform the selection of library materials/books and Digital Resources (eBooks) to support CCSS and Students with Disabilities. EMCC will have the option to purchase new books as necessary for the whole student population as well as specifically to meet the needs of English Learners and Students with Disabilities.</p> <p>G. Technology support and makerspace materials for classroom and school library to support CCSS. Materials and supplies for the school library/makerspace to include earbuds, eBooks, digital resources, and other needed supplies.</p> <p>H. Testing incentives and recognition will be utilized to encourage students to try their best, demonstrate growth, and have good attendance on local and state assessments.</p> <p>I. Provide student engagement materials, incentives, and awards for academic performance, citizenship recognition, attendance, and progress.</p> <p>J. Resources and incentives will be provided to our Students with Disabilities to allow for support and recognition as they continue to make progress towards their IEP goals and grade level CCSS.</p> <p>K. Provide additional hourly for TCT and/or Bilingual Tutor services to support English Learners and support translating services during peak hours/seasons to ensure support and engagement in college and career CCSS activities, events, and programs.</p> | | <p>4000-4999: Books And Supplies Materials and Supplies for Makerspace</p> <p>69712 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC Salary</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Technology Support</p> <p>1000 Title I Basic -- 3010 4000-4999: Books And Supplies Office Supplies: Postage, Laminating, etc.</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries TCT & BLT Extra Hourly</p> |
| <p>1.2</p> | <p>Staff Development/Collaboration</p> <p>A. Provide staff development for classified, certificated, and administrators throughout the school year. Professional development may include professional books, coaching, training, and conferences in supporting student academic achievement, inclusive of the use of technology, and effective student behavior management strategies to keep students engaged in learning: CCSS, ELA, ELD, inclusion, math, SEL/PBIS, science/NGSS (STEAM/STEM) and college/career readiness, in order to prepare staff to implement rigor and depth required by CCSS and ensure students are college and career ready.</p> <p>B. Teachers will take part in professional development with a priority focus on math and ELA instructional best practices.</p> | <p>All Students</p> | <p>6800 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for Teacher Release</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel & Conferences</p> |

| | | | |
|------------|--|--------------|---|
| | <p>C. Provide release time to teachers and support staff for collaboration with RSP/Speech teachers and professional development to support students with disabilities.</p> <p>D. Provide support and collaborative planning time for implementation of reading and math intervention and support.</p> <p>E. Teachers and Administration will attend opportunities to attend conferences/professional development in the areas of, but not limited to, educational equity, best instructional practices, supporting students with disabilities, English Learners, college and career readiness, and social-emotional learning.</p> | | |
| 1.3 | <p>Intervention</p> <p>A. Provide intervention teacher and supports/resources for implementation of guided reading and intensive intervention for students in grades 1-6 (early literacy/reading, writing, math) and data analysis support.</p> <p>B. Extended learning opportunities will be provided before and after school to provide additional targeted support to students. The academic needs of English Learners and Students with Disabilities will be prioritized. Extended learning opportunities may be offered within the Saturday School program to support remediation/acceleration of skills, CCSS, SEL needs, test prep for CAASPP, ELPAC, Newcomer support, and GATE.</p> <p>C. Provide resources and materials to support intervention, which may include printed materials, professional development, programs, technology, and/or planning/release time.</p> <p>D. Provide an Intervention teacher and resources/support for implementing small group instruction in guided reading and intensive interventions for all students.</p> <p>E. Student Success Team will regularly meet to support and create/monitor learning goals for students whom the classroom teachers have referred. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to students to meet their academic and social needs.</p> <p>F. Communication Enrichment Program (CEP): Provide voice, fluency, and/or articulation skill enrichment. Identify and resolve speech difficulties before the need for more intensive interventions arises. Students may receive differentiated instruction based on a tiered approach.</p> | All Students | <p>134000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>6300 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>38298 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>4000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies for intervention supports</p> |
| 1.4 | Enrichment | All Students | <p>500 LCFF Suppl/Conc -- 0707</p> |

| | | | |
|-------------------|--|-------------------------|--|
| | <p>A. Provide enrichment opportunities such as field trips, assemblies, coding, STEM, and STEAM for students to support core instruction and promote critical thinking, problem-solving, analyzing, and collaboration skills needed to meet grade-level standards.</p> <p>B. Provide materials such as robots, art supplies, STEM/STEAM supplies, games, sports equipment, and other supplies needed for enrichment programs.</p> <p>C. Participate in JUSD band instrument classes for 4th - 6th grade students.</p> <p>D. Provide identified GATE students with supplemental services/materials that align with research-based strategies to support GATE learners.</p> <p>E. The GATE coordinator collaborates with teachers and classes that have GATE clusters to enrich and/or accelerate CCSS in ELA, Math, Science, and Social Studies.</p> <p>F. Participate in district VAPA enrichment opportunities provided for all students in the areas of vocational and performing arts.</p> <p>G. Provide family enrichment opportunities prioritizing CCSS standards through opportunities including but not limited to math night, literacy night, family game night, etc.</p> | | <p>1000-1999: Certificated Personnel Salaries Sub Release Time</p> <p>700 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Enrichment Opportunities</p> |
| <p>1.5</p> | <p>College and Career Readiness</p> <p>A. Provide supplies, materials, incentives, and professional development to support and promote college and career readiness in grades TK-6, including a school culture with a college and career focus.</p> <p>B. Purchase additional materials to support college and career implementation, including incentives and supplies for activities to support and reward students who use these strategies.</p> <p>C. Provide release time for teachers/staff/Leadership Team to collaborate, plan, and organize school-wide activities to promote college and career readiness, including, but not limited to, spirit week, incentives, career day, career fairs, field trips, etc.</p> <p>D. Organize and fund College and Career events on campus and other activities, including visits and tours to local colleges and universities.</p> | <p>All Students</p> | <p>1500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub Release Time</p> <p>3000 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Bus Transportation for Field Trips</p> <p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> |
| <p>1.6</p> | <p>ELD</p> <p>A. Provide Designated ELD daily instruction time for K-6 (30 minutes) to implement ELD standards-based instruction using district-adopted ELD</p> | <p>English Learners</p> | <p>32929 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries</p> |

| | | | |
|-------------------|--|---------------------|---|
| | <p>materials at the appropriate EL level for all EL students. Students may rotate within the grade level for designated ELD instruction.</p> <p>B. Teachers will include Integrated ELD resources and strategies and first best instruction practices/strategies throughout the school day for all English Learners.</p> <p>C. Ensure that students are grouped by their appropriate proficiency in English Learner Levels: Emerging, Expanding, and Bridging.</p> <p>D. Bilingual Language Tutors (BLTs) will be assigned to classrooms with EL students at the beginning levels of language acquisition, Newcomers, and other areas of need identified and determined by data.</p> <p>E. BLTs will assist Spanish EL students in clarifying instruction in both English and Spanish. They will also support other language learners with strategies and support to ensure clarity in instruction, including, but not limited to, Punjabi, Chinese, Hindi, etc.</p> <p>F. BLTs will provide extra support (extra hourly) during "peak" times during the year, including, but not limited to, the beginning and end of the school year, state testing, guided reading, Extended Learning Opportunities, and intervention opportunities.</p> <p>G. Professional Development will be provided for Teachers and Staff, including BLTs, to support the ELD program.</p> <p>H. Newcomer students will be provided with additional support and resources to help them acquire language and transition into school.</p> | | <p>Salary, Two Bilingual Language Tutors (3 hours each)</p> <p>193 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>535 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Classified Hourly</p> |
| <p>1.7</p> | <p>Transitions</p> <p>A. Prospective students will visit the TK and/or Kindergarten classrooms, the office, and the cafeteria to familiarize themselves with the rest of the campus.</p> <p>B. TK/K teachers will offer a parent workshop/meet-the-teacher event for TK and kindergarten orientation at the site.</p> <p>C. Kindergarten students and their parents may also attend transitional kindergarten classes offered by the District Parent Involvement Office.</p> <p>D. Pre-school students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p> | <p>All Students</p> | |

| | | | |
|------|--|--|--|
| | <p>E. Registration information for TK and Kindergarten will be provided in the spring and available in both English and Spanish.</p> <p>F. Parent meeting providing information to assist the transition of 6th-grade expectations/organization/rigor to prepare and transition successfully to middle school.</p> <p>G. Additional support for 6th-grade students transitioning successfully to JUSD feeder middle schools, including transition meetings for students on IEPs, middle school counselor site visits, parent workshops/meetings, and individual supports as needed for student/parent meetings by teachers and/or Administration.</p> <p>H. Partnership with Rubidoux High School Adult Transitioning Program to beautify the Glen Avon campus and support collaboration in the school garden.</p> | | |
| 1.9 | | | |
| 1.15 | | | |
| 1.17 | | | |

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 California Dashboard indicates that Glen Avon decreased ELA (6.3) and Mathematics (4) distance from standard. English Learners and Students with Disabilities scored very low (red) in English Language Arts. On the English Learner Progress Monitor (ELPI), Glen Avon's English Learners increased by 4.8. Suspension Rate Increased .8% and Chronic Absenteeism Significantly Decreased 9.3%. Glen Avon will need to continue to refine efforts in ELA through first-best instructional practices, Guided Reading, Interventions, and support for English Learners and Students with Disabilities. Glen Avon will continue to provide the first best teaching practices for all students in ELA and mathematics. Glen Avon will continue to provide reading and math intervention for data-identified students performing below grade level. Professional Development may include continued Success For Writing (grades 1-3) and Grassroots Mathematics (Grades 4-6). A teacher's first best instructional practices, daily Integrated and Designated English Language Development, Bilingual Language Tutor support, and Extended Learning Opportunities will provide continued support for English Learners. Glen Avon, English Language Facilitator, will continue to support BLTs through the modeling of lessons and refining support of foundational reading skills. The Intervention Teacher will support teachers with running records, modeling lessons, number sense, and conceptual understanding of foundational mathematics. Due to the data, more resources, professional development, collaboration, and training need to be in place to support the academic

and SEL growth of all students in order to close the achievement gap. Teachers need time for standards-based instructional planning, co-teaching opportunities, sharing of resources, and goal setting based on data analysis. Glen Avon will continue being an inclusion school and support our special education students with two resource specialist teachers and instructional aides. Academic progress of all students, including Students with Disabilities, will be prioritized throughout the year. Glen Avon will continue to support and implement SST Team practices, meeting to form plans of intervention strategies for struggling students. Students struggling emotionally will be supported by a district-provided behavior health associate/therapist, schoolwide practices, PBIS, and the use of the SEL Second Step curriculum.

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

Resident subs were utilized to release teachers for PD and Grade Level collaboration reducing the use of budgeted expenditures. Leadership team was paid additional hourly to participate in school planning before the school year began and "Principal Transition" process 3 additional collaborative release days.

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 1.1) If resources allow professional development, collaboration, and training, they need to be continued or in place to support the academic and SEL growth of all students in order to close the achievement gap. (Goal 1.2) Priority instructional areas will be both ELA and Math, determined by Dashboard data, and teachers' professional development will focus on these areas for all students, including English Learners, Students with Disabilities, and McKinney Vento/Foster Youth. Teachers will need to utilize instructional planning time for co-teaching opportunities, resource sharing, and goal setting based on data analyses. The purchase of software subscriptions will be minimized due to limited site resources. (Goal 1.3) District-funded intervention teachers (MST & LST) will be eliminated, leaving (1) intervention teachers funded with site funds, and the student success team will regularly meet with a focus on creating and monitoring learning goals for each identified student. (Goal 1.4) Participating in district provided VAPA opportunities for all students. Provide extra Teachers/classified hourly to support family engagement and support homes with support for their children prioritizing CCSS standards through opportunities including but not limited to math night, literacy night, family game night, etc. (Goal 1.5) College and Career Readiness will continue to be a focus area without the designated "AVID" participation. Funding for field trips for college tours will depend on funding sources and may be supported by Booster Club and/or fundraising. (Goal 1.6) (1) The BLT position will be eliminated due to site funding resources. Additional BLT hourly funding will be written into the school plan to support "peak times" of the need for additional support in the area of supporting EL students and EL assessments. (Goal 1.7)Glen Avon will facilitate support for 6th-grade students transitioning to feeder middle schools within JUSD. TK/K teachers will hold a "meet the teacher" orientation before the 1st day of school for parents of TK/K 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 2

Title and Description of School Goal

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

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

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.

Glen Avon was in the orange (high) category on Chronic Absenteeism in the student subgroup Students with Disabilities. Glen Avon was in the orange (high) category on Suspension Rate in the student subgroup English Learner. Glen Avon was in the orange (high) category on Suspension Rate in the student subgroup Hispanic. Glen Avon will closely monitor all student groups in chronic absenteeism data, with an emphasis on identifying and monitoring students with disabilities. Education Specialists, classroom teachers, and the Attendance Team will monitor the Students with Disabilities subgroup closely and work to eliminate barriers keeping them from attending school daily. Glen Avon will focus on effective methods/strategies to increase a positive school culture/climate, ensure effective classroom management skills using conflict/resolution/restorative practices, and Implement PBIS strategies to improve the suspension rate.

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 |
|---|--|---|
| LCFF Priority 1: Safe, Clean Functional School Facilities | Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC) | Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC) |
| LCFF Priority 5: School Attendance Rate | TK: 90.8% K: 92.7% 1: 93.5% 2: 93.3% 3: 94.6% 4: 94.3% 5: 93.1% 6: 93.8% Source: Student Information System P-2 report | TK: 92.8% K: 94.7% 1: 95.5% 2: 95.3% 3: 96.6% 4: 96.3% 5: 95.1% 6: 95.8%TK: Source: Student Information System P-2 report |
| LCFF Priority 5: Chronic Absenteeism Rate | All Students: 29% Socioeconomically Disadvantaged: 31.1% | All Students: 26% Socioeconomically Disadvantaged: 28.1% |

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| | <p>English Learners: 29.7% Students with Disabilities: 37.4% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 31.7% Pacific Islander: NA Two or More Races: NA White: 0.0%</p> | <p>English Learners: 26.7% Students with Disabilities: 34.4% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 28.7% Pacific Islander: NA Two or More Races: NA White: 0.0%</p> |
| LCFF Priority 6: Pupil Suspension Rate | <p>All Students: 0.8% Socioeconomically Disadvantaged: 0.8% English Learners: 1.2% Students with Disabilities: 0.0% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.8% Pacific Islander: NA Two or More Races: NA White: NA</p> | <p>All Students: 0.0% Socioeconomically Disadvantaged: 0.0% English Learners: 0.0% Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.0% Pacific Islander: NA Two or More Races: NA White: NA</p> |
| LCFF Priority 6: Pupil Expulsion Rate | <p>All Students: 0.0% Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA</p> | <p>All Students: 0.0% Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA</p> |
| LCFF Priority 6: School Climate Survey: School Safety (6th grade) | <p>How safe do you feel when you are at school? Safe/Very Safe: 60%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p> | <p>How safe do you feel when you are at school? Safe/Very Safe: 65%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025</p> |
| LCFF Priority 6: School Climate Survey: School Connectedness (6th grade) | <p>I feel connected to my school. Strongly Agree/Agree: %65%</p> | <p>I feel connected to my school. Strongly Agree/Agree: 70%</p> |

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| | Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024 | Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025 |
| LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade) | Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 57% | Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 62% |
| | Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024 | Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025 |

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 | <p>Healthy/Safe Environment</p> <p>A. Provide health care aides to support students' well-being by attending to their needs. Serve as a resource to families for medical, vision, hearing, dental, and other health-related concerns. Supplies will be replenished as needed.</p> <p>B. Provide healthy snacks to students during the school year, including for CAASPP, CAST, NWEA, ELPAC, ELO, Attendance events, etc.</p> <p>C. Provide social skills and character-building programs (PBIS/SEL), speakers, assemblies, etc., to encourage and support a positive school culture and climate.</p> <p>D. Provide awards and incentives to support a positive school culture and climate that reinforces student expectations and decreases suspensions and expulsions. (Weekly, Monthly/Trimesterly)</p> <p>E. Provide professional development to both certificated and classified staff both on and off-site and attend conferences on effective methods to increase a positive school culture/climate, how to use effective classroom management skills, conflict/resolution, restorative practices, and for Implementation of strategies for PBIS/SEL tiers 1 - 3.</p> <p>F. Provide training, resources, and support to students and staff to implement site-based student leadership programs such as peer mediators, student ambassadors, or other such programs.</p> <p>G. Provide additional counseling services for students who continue to struggle with behavior goals with the support of PICO services.</p> | All Students | <p>60,306 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary 6 hrs (1.0)</p> <p>2500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>4000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures PBIS/SEL Programs/Assemblies</p> <p>2500 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Healthy Snacks for Testing</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Awards and Incentives</p> <p>2000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel and Conference</p> <p>2000</p> |

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|-------------------|---|--|--|
| | <p>H. The safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment and a safe, nurturing, and respectful emotional environment. Students and staff will participate in monthly safety drills and practice disaster procedures. The plan will be approved every year by the school site council.</p> <p>I. Purchase playground equipment and other play equipment for use during recess or structured physical education instruction to support health and physical fitness.</p> <p>J. Create and maintain a safe, healthy, drug, alcohol, and tobacco-free learning environment through various activities such as Red Ribbon Week, bullying assemblies, digital citizenship, 100 Mile Club, and other school-based activities/spirit weeks.</p> <p>K. Provide the resources and support needed to adequately ensure the safety of all educational partners, including emergency supplies, walkie-talkies, etc.</p> <p>L. Provide classified personnel to support school events.</p> <p>M. Provide an additional activity supervisor (1.25 hours) to assist with supervising recesses for full-day TK/K.</p> <p>N. Provide a classified Activity Supervisor extra hourly to supervise campus activities safely before, during, and after school.</p> | | <p>LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Training and Implementation of Student Leadership Program</p> <p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> |
| <p>2.2</p> | <p>Attendance</p> <p>A. Encourage increased student attendance, monitor and celebrate attendance individually, by classroom, grade level, and school-wide. Students will continue to have the opportunity to make up absences at Saturday School. Continue to increase and prioritize communication with families regarding students' attendance.</p> <p>B. Continue to implement processes of SART and SARB, providing resources to families, referrals to mental health connections, home visits, medical releases/supports, awards, rewards, incentives, Saturday School, perfect attendance celebrations/recognitions/incentives, assemblies, etc.</p> <p>C. Host school-wide spirit weeks and incentives throughout the year to increase attendance and promote a positive school culture.</p> | | <p>8730 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & Incentives</p> <p>2,780 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p> |

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.

According to the California Dashboard, Glen Avon has reduced chronic absenteeism by 9.3%. Daily practices of the Second Step SEL curriculum and PBIS social skills continued to be implemented to encourage a positive school culture and climate. Awards and Incentives were ongoing to reinforce student expectations and decrease discipline issues and suspensions. Counseling services from the PICO Behavior Health Associate were ongoing. Behavior health services continue to be in high need for many students/families of Glen Avon. The 100-mile club is active and integrated into daily campus routines. There are monthly 100-mile club events to support healthy exercise habits for Glen Avon students. Building an Attendance Team at Glen Avon has brought attendance awareness to students, staff, and the community, supporting the increase in attendance and a decrease in chronic absenteeism. This team continues to implement SART and SARB processes and identify/provide resources to reduce barriers to student attendance issues. Schoolwide spirit weeks and incentives increased attendance and positive school culture.

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

The resources allocated for Glen Avon Health Care Aide Salary was funded thru district funds and not from LCAP as originally written in Goal 2.1. T-Shirts were not provided for every student as written in Goal 2.2.

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.

An inventory and focus to ensure available resources and supports needed to adequately support the safety of all educational partners (emergency supplies) will continue to be a focus. Site funded TCT hours will be reduced due to funding resources. This position will reduce from 8 hours to 4 hours daily. The 4 hours will continue to be paid through district funds. Additional TCT hourly funding will be written into the school plan to support "peak times" of need for additional support in the office and to support student attendance improvement.

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.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

Glen Avon strives to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. Glen Avon also fosters partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive. Communication with parents/community is essential and continued use of Q Communications, Class Dojo, Arey digital bulletin board in the office are used regularly. Family events on campus continue to provide parents opportunities to be involved on campus with their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the 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.

Glen Avon will continue to focus and ensure that we meet the needs of the families we serve. A need identified with the California School Climate Health and Learning Survey indicated that 83% of our parents strongly agree or agree Glen Avon encourages them to be an active partner in educating their child. Glen Avon will work towards a high percentage of parents' feelings and being active partners in their child's education. Needs assessments will be administered to collect new data to indicate what the school communities need accurately. The identified needs and parenting classes/workshops will be scheduled accordingly. Glen Avon will continue encouraging parents to be active partners with the school. To improve in this area, we will increase parent involvement through informational meetings, committees, and engagement during school-wide activities.

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 |
|---|--|--|
| Parent & Family Engagement: California School Parent Survey LCFF Priority 3 | The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 83% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 | The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 88% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 |
| Parent & Family Engagement: California School Staff Survey | The percentage of staff who "strongly agree or agree" with "School is | The percentage of staff who "strongly agree or agree" with "School is |

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| LCFF Priority 3 | welcoming to and facilitates parent involvement." 68% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 | welcoming to and facilitates parent involvement." 73% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 |
| Parent & Family Engagement: California School Parent Survey LCFF Priority 3 | The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 86% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 | The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 91% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 |
| Parent & Family Engagement: California School Staff Survey LCFF Priority 3 | The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 88% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 | The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 93% Strongly agree or agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024 |

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 | Parent Outreach A. Provide site-based parent training and student opportunities, including a variety of parent engagement opportunities based on site-based parent and student needs on school programs and information including but not limited to Attendance and impact on student achievement, supporting students with disabilities, Technology and Chromebooks, PBIS, digital citizenship, helping with homework, etc.). Meetings may be held virtually and/or in-person. EL parents will be invited for additional training regarding ELD instruction, ELPAC testing, and primary language materials. Support and training will be available to parents of students with disabilities to assist with | All Students | 441 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Supplies for Parent Meetings 1560 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Classified hourly 1500 LCFF Suppl/Conc -- 0707 |

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|-------------------|--|---------------------|--|
| | <p>understanding their child's IEP and the IEP process.</p> <p>B. Parent meetings, informational newsletters, phone messages, emails, social media, and flyers will be provided in English, Spanish, and home language when possible.</p> <p>C. Bilingual office staff, TCT, and a bilingual Tutor will be available to translate for Spanish-speaking families as needed. The JUSD office of Multilingual Education will seek/provide bilingual translation for additional languages as needed by the families attending Glen Avon.</p> <p>D. Provide families with materials that promote literacy in the home in all areas, including but not limited to SEL, College and Career Readiness, GATE, CCSS, and NGSS.</p> <p>E. Provide materials, incentives, and refreshments for events, activities, meetings, etc., to increase parental support.</p> <p>F. Provide leadership opportunities for all educational stakeholders (e.g., ELAC, SSC, PBIS, Booster Club, etc.).</p> <p>G. Provide personnel, materials, and equipment to support communication with families and the community, including the maintenance of audiovisual equipment.</p> <p>H. Provide training and support for parents of students with disabilities to assist with understanding the IEP goals, attendance, and supporting their students with academics to include but not limited to: ELA/ELD, math, and Social, Emotional Learning.</p> <p>I. Provide information and education for parents to support students with technology, including, but not limited to, Chromebooks, Digital Citizenship, Social Media safety, and educational websites and resources.</p> <p>J. Provide additional hourly for TCT and/or Bilingual Tutor services to support translating for English Learner families to engage better and support school activities, events, and programs.</p> <p>K. Provide Adult English as a Second Language support/classes on campus through JUSD Adult Learning for parents.</p> | | <p>4000-4999: Books And Supplies Materials</p> <p>1,000 LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries Classified hourly</p> <p>750 LCFF Suppl/Conc -- 0707</p> <p>5800: Professional/Consulting Services And Operating Expenditures Parent Workshops</p> <p>535 Title I Basic -- 3010</p> <p>2000-2999: Classified Personnel Salaries Classified Hourly: TCT & BLT</p> |
| <p>3.2</p> | <p>Provide Family Activities</p> <p>A. Provide parent engagement opportunities to support learning at home while effectively connecting home, school, and the community, including, but not limited to, Math/Literacy/NGSS nights, trunk-or-treat, movie nights, etc.</p> | <p>All Students</p> | <p>1000 Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies Family activity supplies</p> |

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| | <p>B. Encourage families to attend district/community events throughout the year.</p> <p>C. Provide families with resources, services, and training that improve academic achievement, SEL, and school climate and promote a sense of school connectedness (e.g., parent conferences, Coffee with the Principal, etc.).</p> <p>D. Provide childcare for parenting classes, back-to-school nights, ELAC meetings, SSC meetings, IEPs, and other meetings/events.</p> <p>E. Utilize the school library for parent engagement activities before/after school. Such activities may include book access, research, read-aloud, literacy events, and assistance with technology and digital resources.</p> <p>F. Include parents/families in the Glen Avon community garden, with activities and events centered around and maintaining the school garden to foster family engagement.</p> | | <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials for parents</p> <p>2000 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>366 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies</p> |
| <p>3.3</p> | <p>Student Engagement</p> <p>A. Students will participate in various activities supporting school events such as Red Ribbon Week, College and Career Readiness, Anti-bullying campaigns, walk-to-school days, etc.</p> <p>B. Provide engaging school assemblies, activities, and field trips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school, and an overall positive school climate that inspires students to succeed and want to attend school.</p> <p>C. Students will grow and maintain a garden through the development of a committee: staff, parents, and students.</p> <p>D. Provide activities, incentives, and games during recess to promote a sense of community, especially during heat alerts and/or inclement weather.</p> <p>E. Provide information, registration process, and support for enrollment in the Think Together after-school program, which includes the regular school year program, Winter/Spring Break/Summer programs, and the 6th-grade transition to middle school program.</p> <p>F. Support Glen Avon Booster Club-sponsored events and help with providing supervision, supplies, and refreshments as needed to encourage parents and students to feel connected as part of the Glen Avon school community.</p> | <p>All Students</p> | <p>700 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Garden Club</p> <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Playground Equipment/Games</p> |

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.

Glen Avon has a strong school community where students feel like valued members. Spring 2024 Panorama data shows 86% of students feel their teacher is respectful toward them. 85% of the students believe it is important to do well in school. Glen Avon believes in creating engaging educational practices that spark curiosity and make learning relevant. Glen Avon also fosters partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. 83% of parents believe the school encourages them to be an active partner with the school in educating their children. This collaborative approach ensures students feel connected, supported, and empowered to thrive. Communication with parents/community is essential. Continued use of Q Communications, Class Dojo, Areyo digital bulletin board in the office, and paper flyers when appropriate are used regularly. Family events on campus continue to provide parents with opportunities to be involved on campus with their students. Parent engagement and input are solicited through parent opportunities, including parent volunteers, SSC, ELAC, GATE parent meetings, and parent events, including Literacy Night, Math Night, and Attendance family events. Involving families and the community increases the feeling of community on the school campus. Translators are always available for all parent interactions, including one-on-one meetings, IEPs, parent workshops, etc. Community needs are identified through the Local Control and Accountability Plan (LCAP) and Panorama surveys. The classified ambassador provides input for school-wide events during the principal transition workshop. The front office staff has attended customer service training. Staff members model customer service through respectful interactions with other staff and community members.

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

The amount of parent training and engagement opportunities were not used to the fullest budgeting expenditures and will continue to be a schoolwide goal to gain parent engagement and support on campus.

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.

A focus on parent engagement will be in place with trimester events to encourage parents/families to be active and engaged with student academic/attendance/SEL improvement and growth. Additional hourly TCT and Bilingual Tutor services to support translating for English Learner families are needed and will be written in the SPSA 3.1. There is a need to provide training and support for parents of students with disabilities to assist with understanding the IEP goals, attendance, and supporting their students with academics including but not limited to ELA/ELD, math, and Social, Emotional Learning. There is a need to utilize the school library for parent engagement activities before/after school. Such activities may include book access, research, read-aloud, literacy events, and assistance with technology and digital resources. There is a need to include parents/families in the Glen Avon community garden, which will include activities and events to foster family engagement centered around and maintaining the school garden.

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 |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |

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 |
|---------------------|-------------|-----------------------|-----------------------|
| | | | |

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 | \$170,468 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$423,540.00 |
| 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 (\$) |
|-------------------------------------|-----------------|
| | |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$ |

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

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

| State or Local Programs | Allocation (\$) |
|---|-----------------|
| | |
| LCFF District -- 500 0707 | \$130,018.00 |
| LCFF Suppl/Conc -- 0707 | \$150,880.00 |
| Title I Basic -- 3010 | \$137,275.00 |
| Title I Parent Involvement -- 3010 1902 | \$1,441.00 |
| Title III LEP -- 4203 | \$3,926.00 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$ |

Subtotal of state or local funds included for this school: \$423,540.00

Total of federal, state, and/or local funds for this school: \$423,540.00

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 |
|---|--------|---------|
| Title I Basic -- 3010 | 137275 | 0.00 |
| Title I Parent Involvement -- 3010 1902 | 1441 | 0.00 |
| Title III LEP -- 4203 | 3926 | 0.00 |
| LCFF Suppl/Conc -- 0707 | 150880 | 0.00 |
| LCFF District -- 500 0707 | 130018 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| LCFF District -- 500 0707 | 130,018.00 |
| LCFF Suppl/Conc -- 0707 | 150,880.00 |
| Title I Basic -- 3010 | 137,275.00 |
| Title I Parent Involvement -- 3010 1902 | 1,441.00 |
| Title III LEP -- 4203 | 3,926.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 188,103.00 |
| 2000-2999: Classified Personnel Salaries | 170,770.00 |
| 4000-4999: Books And Supplies | 40,517.00 |
| 5000-5999: Services And Other Operating Expenditures | 15,200.00 |
| 5700-5799: Transfers Of Direct Costs | 8,200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|------------|
| 2000-2999: Classified Personnel Salaries | LCFF District -- 500 0707 | 130,018.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Suppl/Conc -- 0707 | 53,398.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Suppl/Conc -- 0707 | 36,122.00 |
| 4000-4999: Books And Supplies | LCFF Suppl/Conc -- 0707 | 37,210.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Suppl/Conc -- 0707 | 15,200.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF Suppl/Conc -- 0707 | 8,200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Suppl/Conc -- 0707 | 750.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Basic -- 3010 | 134,705.00 |
| 2000-2999: Classified Personnel Salaries | Title I Basic -- 3010 | 1,070.00 |
| 4000-4999: Books And Supplies | Title I Basic -- 3010 | 1,500.00 |
| 4000-4999: Books And Supplies | Title I Parent Involvement -- 3010 1902 | 1,441.00 |
| 2000-2999: Classified Personnel Salaries | Title III LEP -- 4203 | 3,560.00 |
| 4000-4999: Books And Supplies | Title III LEP -- 4203 | 366.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 323,872.00 |
| Goal 2 | 86,816.00 |
| Goal 3 | 12,852.00 |

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 |
|--------------------|----------------------------|
| Marcy Hale | Principal |
| Josefina Castro | Classroom Teacher |
| Jyll Little | Classroom Teacher |
| Robert Schiefer | Classroom Teacher |
| Daniela Hernandez | Other School Staff |
| Jessica Diaz | Parent or Community Member |
| Katia Hernandez | Parent or Community Member |
| Mary Lebron | Parent or Community Member |
| Yosseline A. Perez | Parent or Community Member |
| Fridas Palencia | 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 5/16/24.

Attested:



Principal, Marcy Hale on 5/16/24



SSC Chairperson, Yosseline A. Perez on 5/16/24

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.

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such 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/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