

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
Ina Arbutckle Elementary School	33 67090 6032171	May 23, 2025	June 24, 2025

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

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

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

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

This plan is being used by Ina Arbutckle 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 4
- Resource Inequities 4
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 22
 - Academic Engagement 27
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1 31
 - Goal 2..... 38
 - Goal 3..... 43
- Budget Summary 47
 - Budget Summary 47
 - Other Federal, State, and Local Funds 47
- Budgeted Funds and Expenditures in this Plan 48
 - Funds Budgeted to the School by Funding Source..... 48
 - Expenditures by Funding Source 48
 - Expenditures by Budget Reference 48
 - Expenditures by Budget Reference and Funding Source 48
 - Expenditures by Goal..... 49
- School Site Council Membership 50
- Recommendations and Assurances 51
- Instructions..... 52
- Appendix A: Plan Requirements 59
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 62
- Appendix C: Select State and Federal Programs 65

Plan Description

Briefly describe your school's plan for effectively meeting 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. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, with a particular emphasis on closing the gap for 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 an afterschool ELA/math tutoring program specifically targeting the students displaying the most significant need. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching ELA/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 are working in tandem with our Community Schools group to develop more community and family involvement.

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 Ina Arbuckle 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

Ina Arbuckle Elementary seeks input from all educational partners (students, staff, parents, and the community). We currently have 4-6th grade students serving on the student council in which every aspect of the school is discussed, and the students are asked to share their thoughts, opinions, and input. We have chosen 5th- 6th grade students through community schools to represent our Peers Assistance Leadership (PALS). Their goal is to build a positive school climate through mentoring, conflict resolution, and bullying prevention. This year we have created Principal Council, 6th graders that represent their classroom when determining the end of year activities for 6th graders and any other event for their class. Each year, the students have the opportunity to provide input via LCFF and Panorama surveys. Staff also provide input by completing a similar survey. Staff can also provide input on school initiatives in staff meetings and surveys sent throughout the year. Staff and families are also encouraged to complete our Community School Survey to share thoughts about our site through the lens of Community School. The leadership team meets monthly to discuss staff input. Parents share their input via a yearly LCFF and Panorama survey and are encouraged to attend Back to School Night, ELAC, SSC, PTA, Coffee and Conversations, Community Schools Committee meetings, and parent workshops. Our site has a yearly Title 1 meeting open to all our school's families. Community schools offer classes to the community, specifically at our site, based on the survey needs of the families, but all community members are welcome. In addition, site-level educational partners & the principal meet with district administrators to review and provide our annual evaluation, analysis of our outcome data, and budget review and modification for the following year.

Resource Inequities

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

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

Not Applicable

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Ina Arbuckle has orange performance categories in the areas of CAASPP ELA and ELPI.

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

There are no red indicators for Ina Arbuckle. There are no student groups who are two or more performance levels below the "all student" performance level.

Other Needs

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

The NWEA data aligns well with the output we are getting from the CAASPP results for Ina Arbuckle. We will continue to follow the master schedule and our literacy program for all grade levels. In the area of Math, we will utilize our Math Support Teacher to focus on specific standard needs. Our Math Support Teacher will also help students who beginning to use technology to model and introduce them to Chromebooks and continue to improve their usage in this area. In the area of Chronic Absenteeism, we will focus on and monitor family communication with Students with Disabilities. We will increase our attendance plan in the area of SART meetings. Per our Panorama data, Ina Arbuckle will focus on building relationships among the stakeholders by focusing on kindness, academic supports, and family engagement activities and events.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Ina Arbuckle 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0.26%	0	0	1
African American	3.17%	3.46%	4.12%	14	14	16
Asian	0.45%	0.49%	0.26%	2	2	1
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	93.65%	92.84%	92.53%	413	376	359
Pacific Islander	0.23%	0.25%	0.26%	1	1	1
White	1.36%	1.23%	1.29%	6	5	5
Multiple/No Response	0.45%	0.49%	0.26%	2	2	1
Total Enrollment				441	405	388

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			12
Kindergarten	67	60	34
Grade 1	60	57	52
Grade 2	46	65	59
Grade 3	73	41	62
Grade 4	64	67	44
Grade 5	62	56	68
Grade 6	69	59	57
Total Enrollment	441	405	388

Conclusions based on this data:

1. A decrease in Hispanic/Latino student population.
2. Declined enrollment in the following grades (significantly): Kindergarten and fourth grade
3. Increase enrollment in third and fifth grades.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	206	200	188	43.3%	46.7%	48.5%
Fluent English Proficient (FEP)	62	38	38	19.0%	14.1%	9.8%
Reclassified Fluent English Proficient (RFEP)	3	9	14	2%	1%	7.5%

Conclusions based on this data:

1. Our percentage of English Learners has increased approximately 2% this year, although it means a slight decrease in enrollment.
2. There has been a decrease in FEP's by approximately 5% yearly.
3. Reclassification of students has increased by 6.5% this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	44	66	68	43	64	68	43	64	100.0	97.7	97
Grade 4	62	66	46	60	65	44	60	65	44	96.8	98.5	95.7
Grade 5	63	56	70	62	56	69	62	56	69	98.4	100.0	98.6
Grade 6	68	62	56	68	62	53	67	62	53	100.0	100.0	94.6
All Grades	261	228	238	258	226	230	257	226	230	98.9	99.1	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2323.	2339.	2338.	1.47	2.33	4.69	2.94	13.95	3.13	17.65	18.60	15.63	77.94	65.12	76.56
Grade 4	2371.	2362.	2392.	0.00	1.54	6.82	8.33	7.69	13.64	23.33	21.54	22.73	68.33	69.23	56.82
Grade 5	2400.	2407.	2408.	0.00	3.57	2.90	12.90	7.14	11.59	20.97	16.07	18.84	66.13	73.21	66.67
Grade 6	2444.	2423.	2444.	1.49	1.61	1.89	7.46	9.68	13.21	35.82	22.58	33.96	55.22	66.13	50.94
All Grades	N/A	N/A	N/A	0.78	2.21	3.91	7.78	9.29	10.00	24.51	19.91	22.17	66.93	68.58	63.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.94	0.00	6.25	45.59	58.14	51.56	51.47	41.86	42.19
Grade 4	0.00	3.08	6.82	61.67	50.77	59.09	38.33	46.15	34.09
Grade 5	3.23	5.36	1.45	51.61	50.00	53.62	45.16	44.64	44.93
Grade 6	0.00	0.00	3.77	44.78	41.94	41.51	55.22	58.06	54.72
All Grades	1.56	2.21	4.35	50.58	49.56	51.30	47.86	48.23	44.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	0.00	3.13	26.47	39.53	35.94	73.53	60.47	60.94
Grade 4	1.67	1.54	4.55	31.67	33.85	36.36	66.67	64.62	59.09
Grade 5	1.61	3.57	1.45	38.71	41.07	44.93	59.68	55.36	53.62
Grade 6	4.48	4.84	9.43	32.84	32.26	30.19	62.69	62.90	60.38
All Grades	1.95	2.65	4.35	32.30	36.28	37.39	65.76	61.06	58.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	0.00	6.25	66.18	72.09	64.06	33.82	27.91	29.69
Grade 4	3.33	1.54	4.55	56.67	61.54	65.91	40.00	36.92	29.55
Grade 5	3.23	1.79	7.25	56.45	76.79	62.32	40.32	21.43	30.43
Grade 6	7.46	4.84	0.00	68.66	64.52	69.81	23.88	30.65	30.19
All Grades	3.50	2.21	4.78	62.26	68.14	65.22	34.24	29.65	30.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	2.33	1.56	58.82	72.09	54.69	41.18	25.58	43.75
Grade 4	3.33	3.08	6.82	61.67	53.85	56.82	35.00	43.08	36.36
Grade 5	4.84	3.57	4.35	41.94	48.21	49.28	53.23	48.21	46.38
Grade 6	2.99	4.84	3.77	59.70	53.23	54.72	37.31	41.94	41.51
All Grades	2.72	3.54	3.91	55.64	55.75	53.48	41.63	40.71	42.61

Conclusions based on this data:

1. The mean score of 4th and 6th grade has increased.
2. Over 63% of students tested are standards not met; small improvement of standards exceeded/met.

3. Fourth grade has significant decrease in % Below Standards in all areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	44	66	68	44	65	68	44	65	100.0	100.0	98.5
Grade 4	62	66	46	61	66	46	61	66	46	98.4	100.0	100
Grade 5	63	57	70	63	57	70	63	57	70	100.0	100.0	100
Grade 6	68	62	56	67	62	56	67	62	56	98.5	100.0	100
All Grades	261	229	238	259	229	237	259	229	237	99.2	100.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2357.	2370.	2366.	2.94	4.55	6.15	7.35	11.36	16.92	20.59	29.55	15.38	69.12	54.55	61.54
Grade 4	2384.	2393.	2426.	0.00	1.52	4.35	6.56	12.12	19.57	31.15	22.73	32.61	62.30	63.64	43.48
Grade 5	2394.	2420.	2417.	1.59	1.75	1.43	3.17	5.26	4.29	19.05	22.81	22.86	76.19	70.18	71.43
Grade 6	2422.	2402.	2414.	1.49	3.23	1.79	4.48	3.23	8.93	10.45	17.74	10.71	83.58	75.81	78.57
All Grades	N/A	N/A	N/A	1.54	2.62	3.38	5.41	7.86	11.81	20.08	22.71	19.83	72.97	66.81	64.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.94	9.09	10.77	27.94	40.91	35.38	69.12	50.00	53.85
Grade 4	0.00	1.52	4.35	31.15	31.82	56.52	68.85	66.67	39.13
Grade 5	0.00	1.75	1.43	34.92	36.84	32.86	65.08	61.40	65.71
Grade 6	1.49	3.23	1.79	29.85	29.03	23.21	68.66	67.74	75.00
All Grades	1.16	3.49	4.64	30.89	34.06	35.86	67.95	62.45	59.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.41	2.27	4.62	52.94	56.82	63.08	42.65	40.91	32.31
Grade 4	1.64	1.52	6.52	39.34	51.52	58.70	59.02	46.97	34.78
Grade 5	1.59	1.75	5.71	47.62	47.37	58.57	50.79	50.88	35.71
Grade 6	0.00	1.61	3.57	49.25	46.77	46.43	50.75	51.61	50.00
All Grades	1.93	1.75	5.06	47.49	50.22	56.96	50.58	48.03	37.97

Conclusions based on this data:

1. Fourth grade shows considerable growth in all achievement levels.
2. Continue to focus on decreasing % Below Standard Problem Solving and Modeling Data/Analysis in grades 3, 5, and 6.
3. % Below Standard decreased for all in Communicating Reasoning.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1400.9	1404.4	1404.1	1407.3	1408.0	1415.2	1385.9	1395.9	1378.1	27	32	27
1	1427.4	1431.8	1407.3	1453.1	1453.7	1421.4	1401.1	1409.3	1392.5	26	20	31
2	1450.7	1468.3	1459.6	1453.8	1485.4	1474.5	1447.4	1450.9	1444.4	24	29	21
3	1467.7	1477.0	1481.7	1464.5	1479.7	1487.7	1470.3	1473.8	1475.3	42	22	30
4	1486.4	1493.0	1490.1	1481.2	1494.2	1490.6	1491.1	1491.4	1489.2	40	37	20
5	1476.1	1516.4	1515.5	1470.4	1518.8	1529.6	1481.3	1513.6	1500.8	24	31	33
6	1512.3	1495.6	1489.4	1504.6	1484.7	1479.3	1519.6	1505.9	1499.3	23	25	28
All Grades										206	196	190

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.70	9.38	7.41	29.63	18.75	48.15	48.15	46.88	18.52	18.52	25.00	25.93	27	32	27
1	0.00	0.00	0.00	26.92	30.00	29.03	46.15	45.00	32.26	26.92	25.00	38.71	26	20	31
2	8.33	0.00	9.52	25.00	55.17	28.57	41.67	31.03	42.86	25.00	13.79	19.05	24	29	21
3	2.38	4.55	13.33	26.19	40.91	26.67	40.48	36.36	40.00	30.95	18.18	20.00	42	22	30
4	10.00	10.81	20.00	27.50	35.14	10.00	32.50	29.73	35.00	30.00	24.32	35.00	40	37	20
5	0.00	12.90	15.15	29.17	45.16	36.36	41.67	29.03	30.30	29.17	12.90	18.18	24	31	33
6	0.00	4.00	3.57	47.83	20.00	32.14	34.78	52.00	42.86	17.39	24.00	21.43	23	25	28
All Grades	3.88	6.63	9.47	29.61	35.20	31.05	40.29	37.76	34.21	26.21	20.41	25.26	206	196	190

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.41	6.25	14.81	37.04	28.13	40.74	29.63	21.88	18.52	25.93	43.75	25.93	27	32	27
1	7.69	5.00	12.90	46.15	55.00	32.26	34.62	35.00	19.35	11.54	5.00	35.48	26	20	31
2	12.50	20.69	19.05	29.17	55.17	47.62	41.67	13.79	19.05	16.67	10.34	14.29	24	29	21
3	7.14	31.82	36.67	42.86	31.82	26.67	35.71	18.18	26.67	14.29	18.18	10.00	42	22	30
4	17.50	27.03	30.00	42.50	40.54	30.00	20.00	21.62	10.00	20.00	10.81	30.00	40	37	20
5	8.33	32.26	54.55	50.00	48.39	30.30	25.00	12.90	3.03	16.67	6.45	12.12	24	31	33
6	26.09	12.00	14.29	39.13	40.00	42.86	26.09	32.00	21.43	8.70	16.00	21.43	23	25	28
All Grades	12.14	19.90	26.84	41.26	42.35	35.26	30.10	21.43	16.84	16.50	16.33	21.05	206	196	190

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.70	9.38	3.70	14.81	3.13	22.22	59.26	68.75	44.44	22.22	18.75	29.63	27	32	27
1	0.00	5.00	0.00	15.38	15.00	12.90	23.08	30.00	29.03	61.54	50.00	58.06	26	20	31
2	8.33	0.00	4.76	25.00	31.03	28.57	20.83	34.48	33.33	45.83	34.48	33.33	24	29	21
3	0.00	0.00	3.33	16.67	18.18	16.67	47.62	36.36	36.67	35.71	45.45	43.33	42	22	30
4	2.50	5.41	10.00	22.50	16.22	20.00	27.50	35.14	25.00	47.50	43.24	45.00	40	37	20
5	0.00	3.23	6.06	4.17	6.45	6.06	41.67	61.29	57.58	54.17	29.03	30.30	24	31	33
6	0.00	4.00	3.57	13.04	8.00	3.57	65.22	44.00	50.00	21.74	44.00	42.86	23	25	28
All Grades	1.94	4.08	4.21	16.50	13.78	14.74	40.29	45.41	40.53	41.26	36.73	40.53	206	196	190

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.52	6.25	18.52	59.26	68.75	55.56	22.22	25.00	25.93	27	32	27
1	38.46	35.00	32.26	53.85	65.00	38.71	7.69	0.00	29.03	26	20	31
2	12.50	13.79	19.05	70.83	82.76	76.19	16.67	3.45	4.76	24	29	21
3	26.19	18.18	30.00	57.14	59.09	53.33	16.67	22.73	16.67	42	22	30
4	35.00	21.62	30.00	42.50	64.86	40.00	22.50	13.51	30.00	40	37	20
5	4.17	19.35	27.27	70.83	74.19	63.64	25.00	6.45	9.09	24	31	33
6	8.70	4.00	7.14	73.91	72.00	57.14	17.39	24.00	35.71	23	25	28
All Grades	22.33	16.33	23.68	59.22	69.90	54.74	18.45	13.78	21.58	206	196	190

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.41	3.13	22.22	55.56	53.13	48.15	37.04	43.75	29.63	27	32	27
1	3.85	5.00	3.23	80.77	70.00	61.29	15.38	25.00	35.48	26	20	31
2	8.33	41.38	23.81	70.83	48.28	66.67	20.83	10.34	9.52	24	29	21
3	11.90	36.36	40.00	61.90	45.45	46.67	26.19	18.18	13.33	42	22	30
4	22.50	35.14	35.00	55.00	51.35	35.00	22.50	13.51	30.00	40	37	20
5	41.67	67.74	69.70	29.17	22.58	24.24	29.17	9.68	6.06	24	31	33
6	47.83	24.00	39.29	43.48	60.00	42.86	8.70	16.00	17.86	23	25	28
All Grades	19.42	31.63	34.21	57.28	48.98	45.79	23.30	19.39	20.00	206	196	190

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.70	9.38	3.70	77.78	68.75	70.37	18.52	21.88	25.93	27	32	27
1	0.00	15.00	12.90	26.92	40.00	32.26	73.08	45.00	54.84	26	20	31
2	8.33	3.45	0.00	41.67	62.07	66.67	50.00	34.48	33.33	24	29	21
3	0.00	0.00	0.00	45.24	45.45	36.67	54.76	54.55	63.33	42	22	30
4	2.50	2.70	0.00	50.00	45.95	45.00	47.50	51.35	55.00	40	37	20
5	0.00	3.23	6.06	29.17	58.06	60.61	70.83	38.71	33.33	24	31	33
6	0.00	4.00	0.00	43.48	28.00	28.57	56.52	68.00	71.43	23	25	28
All Grades	1.94	5.10	3.68	45.63	51.02	47.89	52.43	43.88	48.42	206	196	190

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.52	12.50	29.63	66.67	68.75	40.74	14.81	18.75	29.63	27	32	27
1	3.85	0.00	0.00	53.85	60.00	48.39	42.31	40.00	51.61	26	20	31
2	8.33	3.45	4.76	58.33	72.41	76.19	33.33	24.14	19.05	24	29	21
3	0.00	4.55	6.67	85.71	72.73	70.00	14.29	22.73	23.33	42	22	30
4	12.50	8.11	15.00	57.50	67.57	45.00	30.00	24.32	40.00	40	37	20
5	0.00	12.90	9.09	66.67	70.97	66.67	33.33	16.13	24.24	24	31	33
6	13.04	8.00	3.57	82.61	68.00	71.43	4.35	24.00	25.00	23	25	28
All Grades	7.77	7.65	9.47	67.96	68.88	60.00	24.27	23.47	30.53	206	196	190

Conclusions based on this data:

1. There is a decrease in scores across the grade levels in all domains in the category of Somewhat/Moderately with increases in Well Developed and Beginning.

2. Second and Fifth grade had a increase in beginning level scores, which accounts for the increase in newcomers to those grade levels.
3. Overall score of the ELPAC decreased amongst all grade levels.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	88.9%	48.5%	0.8%
Total Number of Students enrolled in Ina Arbuckle 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	48.5%
Foster Youth	3	0.8%
Homeless	6	1.5%
Socioeconomically Disadvantaged	345	88.9%
Students with Disabilities	42	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.1%
American Indian	1	0.3%
Asian	1	0.3%
Filipino	0	0.0%
Hispanic	359	92.5%
Two or More Races	1	0.3%
Pacific Islander	1	0.3%
White	5	1.3%

Conclusions based on this data:

1. 10% of the school population are students with disabilities.

2. Most of our Hispanic population is also considered socioeconomically disadvantaged.

3. Almost half of our student population are EL's.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Our suspension rate moved to the blue category due to the increase in PBIS and Restorative Practices taught at the site.
2. Chronic Absenteeism is in the yellow which shows how attendance affects the ELA and Math scores.
3. Our ELPI score dropped from green to orange this year, although our ELA grew from red to orange.

School and Student Performance Data

Academic Performance English Language Arts

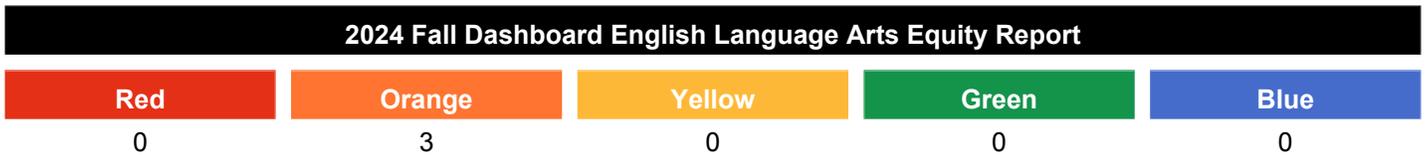
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>90.9 points below standard</p> <p>Increased 13.5 points</p> <p>216 Students</p>	<p>English Learners</p> <p>Orange</p> <p>101.2 points below standard</p> <p>Increased 19.7 points</p> <p>117 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>90.8 points below standard</p> <p>Increased 14.2 points</p> <p>202 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>135.6 points below standard</p> <p>Increased 14.5 points</p> <p>34 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>90.0 points below standard</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>91.5 points below standard</p> <p>Increased 11.8 points</p> <p>199 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. We have increased our scores in ELA in all areas.
2. Over 100 points below in students with disabilities and English learners.
3. Our EL's have increased the most within the groups.

School and Student Performance Data

Academic Performance Mathematics

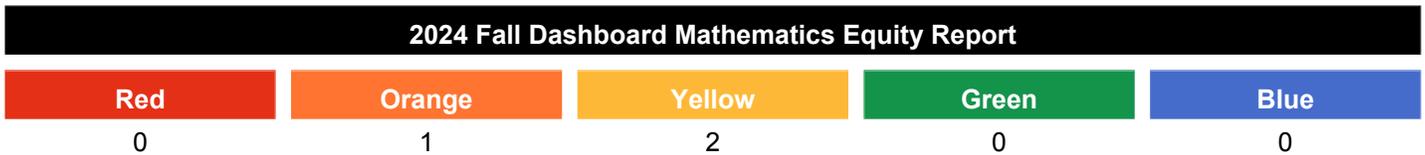
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>94.7 points below standard</p> <p>Increased 10.9 points</p> <p>216 Students</p>	<p>English Learners</p> <p> Orange</p> <p>101.3 points below standard</p> <p>Increased 11.9 points</p> <p>117 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>94.5 points below standard</p> <p>Increased 11.5 points</p> <p>202 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>142.7 points below standard</p> <p>Increased 17.2 points</p> <p>34 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>118.8 points below standard</p> <p>12 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>94.2 points below standard</p> <p>Increased 11.7 points</p> <p>199 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>

Conclusions based on this data:

1. Our students with disabilities have the greatest increase in points.
2. All the sub groups have increased and been taken out of red.
3. Our math scores are over 94.7 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 36.2% making progress. Number Students: 152 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.7%	43.4%	0%	35.5%

Conclusions based on this data:

1. Almost 20% of students decreased their level. This area needs to be investigated more.
2. The number of students that maintained their level is about 43%. That means no growth for almost half of the students.
3. Only 35.5% of students progressed one level. This area needs to be addressed specifically with each grade level and increase in strategic planning needs to be implemented.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>27.5% Chronically Absent</p> <p>Declined 10.4</p> <p>422 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>23.6% Chronically Absent</p> <p>Declined 6.4</p> <p>208 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>28.4% Chronically Absent</p> <p>Declined 9.9</p> <p>394 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>25.5% Chronically Absent</p> <p>Declined 13</p> <p>51 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>38.1% Chronically Absent</p> <p>Declined 4.8</p> <p>21 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>26.7% Chronically Absent</p> <p>Declined 10.9</p> <p>386 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Chronic absenteeism has declined overall.
2. English learners make up almost 50% of our student population that is chronically absent.
3. Our African American subgroup has the highest percentage of chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

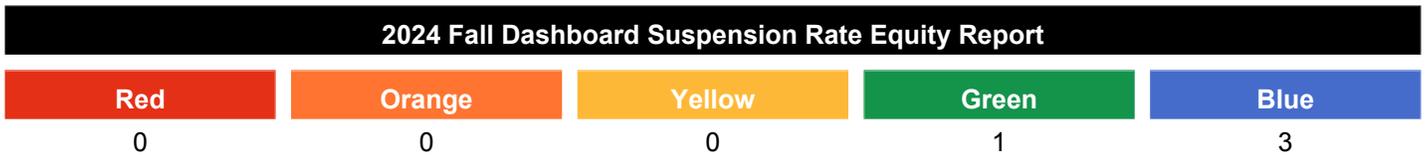
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 3.3%</p> <p>449 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.2%</p> <p>219 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 3.4%</p> <p>418 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined 1.8%</p> <p>57 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 12.5%</p> <p>25 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 3.1%</p> <p>407 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. Suspension rate has improved considerably in all areas. Declined in all areas.
2. The students who are getting suspended are from multiple subgroups.
3. Not one EL student was suspended.

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.

Ina has low (orange) performance categories in CAASPP ELA and ELPI. Overall decrease in ELPAC scores and Math scores decreased with the subgroup of EL students.

To address the need to increase our CAASPP scores, our site will specifically target all subgroups in the area of ELA by focusing on interventions, continuing our literacy plan with SIPPS and DIBELS. We will focus on small group instruction with our math time to increase content learning for every grade level. In the area of ELD, we will continue to designate 30 minutes a day for ELD instruction and model ELPAC testing strategies for all grade levels.

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
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>All Students -90.9 points below standard English Learners -101.2 points below standard Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged - 90.8 points below standard Students with Disabilities -135.6 points below standard African American -90 points below standard Asian N/A Filipino N/A Hispanic -91.5 points below standard Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."</p>	<p>All Students -80.9 points below standard English Learners -91.2 points below standard Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged - 80.8 points below standard Students with Disabilities -125.6 points below standard African American -80 points below standard Asian N/A Filipino N/A Hispanic -81.5 points below standard Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>All Students -94.7 points below standard English Learners -101.3 points below standard Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged - 94.5 points below standard Students with Disabilities -142.7 points below standard African American -118.8 points below standard Asian N/A Filipino N/A Hispanic -94.2 points below standard Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."</p>	<p>All Students -84.7 points below standard English Learners -91.3 points below standard Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged - 84.5 points below standard Students with Disabilities -132.7 points below standard African American -108.8 points below standard Asian N/A Filipino N/A Hispanic -84.2 points below standard Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Current Percentage of English Learners making progress: 36.2% Status Level: Orange</p>	<p>Current Percentage of English Learners making progress: 40% Status Level: Orange</p>
<p>P4: English Learner Reclassification Rate during 2023-24 School Year</p>	<p>Percentage of English Learners Reclassified: 5.03%</p>	<p>Percentage of English Learners Reclassified: 10%</p>

P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 21st All Grades (EL): 14th All Grades (Students with Disabilities): 6th Grade 1: 18th Grade 2: 13th Grade 3: 24th Grade 4: 26th Grade 5: 30th Grade 6: 18th	Achievement Percentile: All Grades: 26th All Grades (EL): 20th All Grades (Students with Disabilities): 11th Grade 1: 22nd Grade 2: 18th Grade 3: 30th Grade 4: 31st Grade 5: 35th Grade 6: 22nd
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 21st All Grades (EL): 16th All Grades (Students with Disabilities): 8th Grade 1: 25th Grade 2: 14th Grade 3: 16th Grade 4: 24th Grade 5: 26th Grade 6: 23rd	Achievement Percentile: All Grades: 26th All Grades (EL): 21st All Grades (Students with Disabilities): 13th Grade 1: 30th Grade 2: 20th Grade 3: 21st Grade 4: 30th Grade 5: 31st Grade 6: 28th

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>CSS & NGSS Implementation</p> <p>A. ELA/Math CCSS & NGSS implementation professional development, NGSS coordinators, Math & Language Support Teachers, and, when necessary, outside consultants will support the implementation plan.</p> <p>B. Professional development to support the district digital gateway initiative (technology, 1:1 Chromebook for TK-6), Common Sense Media, and Digital Citizenship. Site initiatives will be developed by leadership throughout the year.</p> <p>C. The principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p> <p>D. Teacher data collaboration meetings using online student data management systems in NWEA for ELA & Math to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. Common Formative Assessments will be created to monitor student progress and achievement.</p>	All students	<p>101,431 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Salary, EMCC</p> <p>800 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Copy Machine Maintenance Contract & Supplies (Daisy cartridges, etc.)</p> <p>800 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Contract Services for Laminator</p> <p>5043 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials & supplies</p> <p>4032 Title I Basic -- 3010</p>

	<p>G. Media Clerk coordinates materials & provides technology support as well as Makers Space, Lego Robotics, and Coding lessons.</p> <p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc., for ELA/ELD/Math/science(NGSS)/intervention to support EL/RSP/GATE students. Examples: copy machines, printing, calculators, novels, leveled readers, manipulatives, software, informational texts, etc.</p> <p>I. GATE facilitator administers assessments to identify GATE students and coordinates activities/events that enrich and/or accelerate CSS in ELA, Math, Science, and Social Studies. GATE enrichment activities and lessons will be provided to students/parents throughout the year.</p> <p>J. Band and string instruments classes for 4-6 grade students each week. VAPA has been implemented for grades TK-6 with classes, such as: dance, art, musical instruments, choir, and theater.</p> <p>K. Extra Clerk Hours to support school events/needs throughout the school year.</p>		<p>4000-4999: Books And Supplies Materials & supplies</p> <p>500 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print Shop Orders</p> <p>804 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salary, Clerk, Hrly</p>
<p>1.2</p>	<p>Interventions</p> <p>A. Grades 4-6 will have a supplemental resource to help students who need additional support in literacy.</p> <p>B. K-6 uses NWEA to monitor and assess reading foundational skills. NWEA collaboration focuses on intervention strategies. A reading intervention teacher is dedicated to supporting the early literacy intervention for grades 1-3 students in reading fluency and phonemic awareness. Grades K-6 will receive additional supports with SIPPS and Heggerty.</p> <p>C. Professional development to support intervention program. The literacy coach will provide on-site literacy support for teachers in grades K-6.</p> <p>D. SPED students receive support via special education programs using pull-out and inclusion methods. Professional development and release time will be provided to support the inclusion program.</p> <p>E. To support students, extended learning opportunities (ELO) may be provided in response to ELA/math data.</p>	<p>All students</p>	<p>1000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Hourly, Tchr</p> <p>183,369 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Salary, Support Teacher 100%</p> <p>43,719 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Salary, Support Teacher Split Funded</p> <p>107,617 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Salary, Support Teacher Split Funded</p> <p>16,815 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries</p>

			Salary, Support Teacher Split Funded
1.3	<p>ELD</p> <p>A. 30 minutes of designated ELD instruction in K-6.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have an equal number of EL levels. Common designated ELD times per grade level provide flexibility to respond to student needs. Grouping of levels will be encouraged when teaching ELD classes.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures, including ELPAC.</p> <p>F. Bilingual language tutors support EL students by providing lesson reinforcement in both English and Spanish.</p> <p>G. Professional development to support ELs/ELD program.</p>	All English Language Learners	<p>3571</p> <p>Title III LEP -- 4203</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Supplemental hours for BLT's to provide additional support</p> <p>73,074</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Salaries, (3) Bilingual Language Tutors (3 hrs)</p>
1.4	<p>College and Career Readiness</p> <p>A. Supplies, materials, incentives, and professional development.</p> <p>B. Purchase additional materials, including print material, web-based supplemental materials, and manipulatives, to support College and Career Readiness, STEAM, Lego Robotics implementation, technology, and Collaborative Teaching.</p> <p>C. Promote college and career readiness culture via student council and College and Career Day events and activities.</p>	All students	
1.5	<p>Resources</p> <p>A. Supplemental ELA/ELD and Mathematics materials</p> <p>B. Digital Resources/On-line subscriptions</p> <p>C. Technology and software support for classroom integration</p>	All students	<p>700</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Software Licenses</p>
1.6	<p>Pre-school Transition Plan</p> <p>A. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>B. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p>	Pre School students	

	<p>C. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of preschool students in the Spring. All information will be sent in both English and Spanish. Ina Arbuckle will hold an orientation meeting for parents in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>D. Preschool students will be invited to all school events and activities, and preschool teachers will encourage parent participation in school activities.</p>		
1.7	<p>Inclusion - Special Education</p> <p>A. Special education will follow an inclusion model in which students receive the majority of their support within a regular classroom. Special Education specialists and paraprofessionals will support students in this setting. This approach will increase SPED students' access to the core curriculum.</p>	Special Education students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, we strategically utilized our MST and LST to develop an intervention and literacy program focused on data-driven instruction and teacher collaboration. PLC time during minimum days has been instrumental for data analysis, creating CFAs, and fostering intentional dialogue among teachers. Our librarian has expanded access to the library's maker space and implemented engaging lessons during visits, increasing student interest and library usage. The addition of our music and VAPA programs has sparked curiosity and provided a valuable creative outlet for students. SIPPS has been implemented schoolwide in K–2 and as an intervention in grades 3–6, with DIBELS guiding student placement. Our Literacy Coach developed a professional development menu that supports teacher growth and instructional improvement. In Special Education, the BARTON program has been introduced to meet the specific needs of students with learning differences. We held two Extended Learning Opportunities sessions and launched our GATE program, highlighted by a field trip to UCR. Targeted supports were also created for Newcomer students focused on foundational literacy. Our inclusive practices reflect strong collaboration across all teams, contributing to a supportive and enriching 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.

1,2F Added \$1000.00 to this budget line item for field trips and GATE activities and events.
1.3A TK does not have a required ELD instruction time.

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

1.1I Add that GATE enrichment activities and lessons will be provided to students/parents throughout the year.
1.1J VAPA was fully implemented this year for every grade level.
1.1K This section will be combined with 1.4.
1.2B SIPPS and Heggerty are used for additional supports in grades K-6.
1.2F This section will be combined with 1.1I.

- 1.3A Remove TK grade, as they are no longer required to provide ELD instruction.
- 1.4B Remove UoS, as JUSD does not have this academic resource.
- 1.4C Add College and Career information about events and activities.
- 1.5C Reflex math will not be purchased this year, due to the available district adopted curriculum program.
- 1.5C DIBELS for third grade will be purchased by our site.
- 1.5D Remove due to the deletion of the Hanover digital platform.

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.

Chronic Absenteeism is orange for all subgroups. We are developing our attendance team to be better able to work with families to decrease the number of tardies/absences. Even though our Suspensions have decreased this year, we are aware of the populations that have been currently suspended. We are working on a system of restorative practices and activities to be built into our school system. The training of teachers to facilitate this area of need will help to decrease our number of suspensions for the future. Our school site needs to build caring relationships with students and have them feel safe at school. We also need to build stronger relationships with our families so we can create a bond of trust and mutual respect.

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: 98% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 85% K: 87.5% 1: 90.5% 2: 91.2% 3: 90.8% 4: 93.9% 5: 90.9% 6: 92.3% Source: Student Information System P-2 report	TK: 88% K: 90% 1: 93.5% 2: 94% 3: 94% 4: 97% 5: 94% 6: 95% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students 27.5% English Learners 23.6% Long-Term English Learners N/A Foster Youth N/A	All Students 24.5% English Learners 20.6% Long-Term English Learners N/A Foster Youth N/A

	<p>Homeless N/A Socioeconomically Disadvantaged 28.4% Students with Disabilities 25.5% African American 38.1% Asian N/A Filipino N/A Hispanic 26.7% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard</p>	<p>Homeless N/A Socioeconomically Disadvantaged 25.4% Students with Disabilities 22.5% African American 35.1% Asian N/A Filipino N/A Hispanic 23.7% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students 0.7% English Learners 0.0% Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 0.7% Students with Disabilities 1.8% African American 0.0% Asian N/A Filipino N/A Hispanic 0.7% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard</p>	<p>All Students 0 English Learners 0 Long-Term English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 0 Students with Disabilities 0 African American 0 Asian N/A Filipino N/A Hispanic 0 Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0 Source: Data Quest 2023-24</p>	<p>All Students: 0</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school 57% Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school 60% Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Sense of Belonging	<p>Percent favorable of how much students feel they are valued members of the school community. 50% Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community. 53% Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 58%</p>	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 61%</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Health Care Aide (HCA) A. Health Care Aide (HCA) to support health services and parent communications is now a 6-hour position to support identified needs of students.	All Students	57,019 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Salary, Health Care Aide (6 hrs)
2.2	PBIS A. PBIS coaches & committees facilitate Positive Behavior Intervention Support (PBIS) implementation, which includes providing materials and staff development. PBIS coaches & committee will meet monthly to review discipline data & brainstorm schoolwide interventions. B. Promote PBIS Skills via lessons and incentives; at least two to three PBIS assemblies (Rules Rodeo) will be held each year. Monday morning PEP Rallies to improve communication and provide incentives. C. Student groups such as the student council and PALS will support & promote implementation via peer coaching, conflict resolution, etc. Student incentives will reward positive behavior (weekly raffle, trimester lunch, frequent awards assemblies). Community School TSA and Behavior Health Therapist will implement and teach teachers how to do restorative circles to build community. They will also run restorative circles for student groups in need. D. Attendance incentives include monthly classroom trophies, individual attendance awards, and certificates. Classroom competition and incentives promote attendance—monthly SART meetings are held to address chronic absenteeism. More serious cases undergo the SARB process. E. Saturday school funds are to support the program and replenish ADA, including purchasing materials to support the Saturday School program.	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS Resource Materials/incentives
2.3	School Safety Plan A. Staff practices emergency, disaster preparedness, fire, and lockdown drills during the school year. If needed, the safety coordinator and additional staff will ensure the school safety plan is reviewed and approved yearly according to district mandates and protocols and site-specific needs. Release time for the development of the plan.	All Students	1000 Title I Basic -- 3010 4000-4999: Books And Supplies Safety Supplies/equipment

	B. A safe, healthy, disciplined, drug, alcohol, and tobacco-free learning school environment is maintained through various activities/incentives (red ribbon week, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, 100-mile club, etc.)		
2.4	100-Mile Club A. 100 Mile Club/coaches/committee supports healthy living. Student mileage is tracked & monitored. Supervisors ensure student safety. Assemblies, student incentives, and release time for the coordinator to promote & support the program.	All Students	
2.5	Activity Supervisors A. Supervisors receive conflict resolution and positive reinforcement training. They will meet monthly to discuss important updates and make adjustments to support students. They supervise PTA-sponsored events and provide babysitting for parent training, meetings, and school events such as PTA, ELAC, SSC, Community Schools Committee, Back to School Night, Festivals, dances, etc. They supervise students and enforce school rules and procedures.	All Students	300 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Activity Supervisor Meetings
2.6	Community Outreach/ Mental Health A. Staff will annually revise and distribute the parent/student handbook. B. Via grants, students receive fresh fruit and vegetables every week. C. A school-site-based clinician (2-3 times per week) will supervise mental health therapists to support students with counseling and social-emotional wellness. D. School-based outreach intern to support families with referrals and access to health, school, and community resources. E. Full-time Behavioral Therapist F. Full-time Community Schools Teacher on Special Assignment.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Our PBIS team has continued to build and develop our Tier One team, while also creating our Tier Two team. We have begun the CICO (Check in Check Out) support for students who need additional adult support. This has shown a

promising start. We also have begun our Check and Connect with a MTSS-B counselor. Dinosaur School has been introduced to our TK and Kindergarten populations, as we are foreseeing new behavior issues at these grade levels. Our PBIS team is applying for the Gold Award due to having two tiers of supports at our site. Our Community School TSA and Behavior Health Therapist have implemented many activities this year to support mental health with all students. For example, Mindful Monday's and restorative circles with behavior issues and struggles. They are also teaching teachers to maintain the circles in the classroom for an added benefit with behaviors.

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

2.5 Activity Supervisors do not meet monthly, but will begin this fall.

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.

- 2.2B Monday Morning Pep Rallies to improve communication and pass out incentives.
- 2.2C Community School TSA implements and teaches how to do restorative circles to build community.
- 2.3A The addition of funds for the school safety plan for water, supplies for AS, cones, etc.

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.

We strive 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. We also foster 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.

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.

Creating a welcoming environment and improving communication and involvement with parents/families is our need. Another area of improvement is creating capacity for parents to navigate the new paperless system of getting information.

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 responded favorably to the question: This school encourages parents to be an active partner with the school in educating my child. 95.9% Source: LCAP Parent Survey Winter 2024-25"	The percentage of parents who responded favorably to the question: This school encourages parents to be an active partner with the school in educating my child. 98.9% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: My school encourages parental involvement (engagement events, volunteerism, etc.). 100% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: My school encourages parental involvement (engagement events, volunteerism, etc.). 100% Source: LCAP Staff Survey Winter 2025-26

Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: Teachers communicate with parents about what students are expected to learn in class. 95.9% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: Teachers communicate with parents about what students are expected to learn in class. 98.9% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: My school effectively communicates with parents/guardians regarding student progress. 97.6% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: My school effectively communicates with parents/guardians regarding student progress. 100% Source: LCAP Staff Survey Winter 2025-26

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	<p>Parent & Community Engagement</p> <p>A. The principal will regularly update parents about classroom and school activities and programs through the school website, Parent Connect, Instagram, Facebook, Class Dojo, monthly calendar, notifications, newsletter, and marquee.</p> <p>B. All parents and staff will be provided opportunities to be involved through advisory committees: DELAC, ELAC, SSC, DAC, DGAC, Community Schools Committee, District African American Parent Council, Watch D.O.G.S., and PTA. Babysitting will be provided. Materials and supplies will be provided to support parent meetings. Digital meetings will be used when necessary through Zoom/Google Meet.</p> <p>C. Provide parent workshops and meetings to educate parents on California state standards, state and local assessments, Title I requirements, Digital Citizenship, Basic computer skills, and the benefits of Parent Connect and the Parent Phone System.</p> <p>D. Computer station in office for parents ensuring access to parent connect and other district resources.</p> <p>E. Fall and Spring picnics, Band performances, Winter Performances, Talent shows, Fall and Spring festivals, classroom volunteering, and</p>	All Students	<p>1572 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified Hourly - Babysitting</p> <p>1500 Title I Basic -- 3010 4000-4999: Books And Supplies School Events/ Materials (i.e. assemblies, incentive events, etc.)</p>

	<p>awards assemblies provide opportunities for increased parent connection to the school.</p> <p>F. Parents are regularly informed in Spanish & English of all important school information via Parent Connect, Class Dojo App, social media, phone calls, emails, flyers, etc.</p>		
3.2	<p>Parent Education</p> <p>A. Parent workshops focus on topics of interest, such as technology, cyberbullying, nutrition, mental health, Literacy workshops, positive discipline, Zumba, financial literacy, parenting skills, and other topics affecting children's well-being. Parent surveys are conducted to determine the topics for workshops. Our Literacy Coach has implemented the Raising a Reader for families to help support literacy at home.</p>	All Students	
3.3	<p>Student engagement</p> <p>A. Regularly organized sports contests/activities during recess. For fifth and sixth graders we have intramural sports after school developed through our PICO department.</p> <p>B. Students volunteer to develop a Community Garden.</p> <p>C. Weekly music program. Implementation of the VAPA program including: instruments, theater, art, and choir.</p> <p>D. Weekly announcements and promote school events/news, inspirational messages, highlight PBIS skills, the pledge of allegiance, and showcases.</p> <p>E. Students participate in activities supporting school events such as Red Ribbon Week, College & Career Readiness, Anti-bullying campaigns, Walk to School Day, etc. The student council and PALS organize some events.</p> <p>F. Engaging school assemblies to support character development, school safety, academics, anti-bullying, etc.</p> <p>G. Student Council will support student leadership development. SC students will also support school-wide initiatives, recycling, school spirit, activities, and events and support and promote PBIS skills.</p> <p>H. Peer Assistance Leadership (PAL) will support student mentorships, community school projects, peer mediation</p>	All students	<p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies to Support Red Ribbon Week, Student Awards, Science Fair, etc</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

Parent and student engagement has improved this year. We are working on developing more ways to build capacity in parents with becoming a paperless school. We have utilized our Community School TSA to build a Care Closet that is available to all stakeholders. We have implemented morning hikes on Saturdays to encourage parents to bring their child to Saturday School. VAPA has been a large contributor to our introduction of the arts to all grade levels.

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

N/A

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

- 3.2A We have added Raising a Reader given by our Literacy Coach to help parents learn techniques to support their student in their reading experiences.
- 3.3A Addition of Intramural sports for fifth and sixth graders after school.
- 3.3C Addition of other VAPA classes to the program.

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	\$305,761.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$605,666.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic -- 3010	\$117,249.00
Title I District -- 500 3010	\$183,369.00
Title I Parent Involvement -- 3010 1902	\$1,572.00
Title III LEP -- 4203	\$3,571.00

Subtotal of additional federal funds included for this school: \$305,761.00

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$175,265.00
LCFF Suppl/Conc -- 0707	\$124,640.00

Subtotal of state or local funds included for this school: \$299,905.00

Total of federal, state, and/or local funds for this school: \$605,666.00

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	117,249	0.00
Title I Parent Involvement -- 3010 1902	1,572	0.00
Title I District -- 500 3010	183,369	0.00
Title III LEP -- 4203	3,571	0.00
LCFF Suppl/Conc -- 0707	124,640	0.00
LCFF District -- 500 0707	175,265	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	175,265.00
LCFF Suppl/Conc -- 0707	124,640.00
Title I Basic -- 3010	117,249.00
Title I District -- 500 3010	183,369.00
Title I Parent Involvement -- 3010 1902	1,572.00
Title III LEP -- 4203	3,571.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	352,520.00
2000-2999: Classified Personnel Salaries	237,771.00
4000-4999: Books And Supplies	13,275.00
5000-5999: Services And Other Operating Expenditures	2,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	16,815.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	158,450.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	43,719.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	74,178.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	6,743.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	108,617.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,532.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,100.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	183,369.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,572.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,571.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	543,275.00
Goal 2	58,819.00
Goal 3	3,572.00

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
Tina Herrera	Principal
Liliana Lopez	Classroom Teacher
Christopher Alicante	Classroom Teacher
Julia Peregrina	Classroom Teacher
Sam Liu	Other School Staff
Juan Lopez	Parent or Community Member
Clara Avila	Parent or Community Member
Karina Hernandez Ortiz	Parent or Community Member
Linda De La Torre	Parent or Community Member
Andres Mendez	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



Gifted and Talented Education Program 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 05/23/25.

Attested:



Principal, Tina Herrera on 05/23/25



SSC Chairperson, Lilia Lopez on 05/23/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023