

LAKESIDE UNION SCHOOL DISTRICT

Office of the Superintendent
12335 Woodside Avenue
Lakeside, California 92040
(619) 390-2600

September 16, 2024
Open Session: 4:30 p.m.

NOTICE OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES

Agenda and Notes

A. CALL TO ORDER, ROLL CALL, AND PLEDGE OF ALLEGIANCE

B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) Public Comment Form

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

C. PRESENTATIONS

1. Principals will present information on "Lunch on the Lawn/Open House" for 2024-25
2. Principals will present to the Governing Board their site goals for the 2024-25 school year.

D. ITEMS OF BUSINESS

Approval is requested of Personnel Assignment Order 2025-04

E. DISCUSSION

Review of Board Policy 5131.8: Mobile Communication Devices

E. ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: September 16, 2024

Agenda Item:

School Plan for Student Achievement

Background (Describe purpose/rationale of the agenda item):

Each school site is required to develop a School Plan for student achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), composed of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities on an annual basis.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature

Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: 



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lindo Park Elementary School	37-68189-6038376	6/6/24	

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 Lindo Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
2 or more races- Chronic Absenteeism & Suspension rates

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

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Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- 2 or more races- Chronic Absenteeism & Suspension rates

Our plan works to support LUSD's LCAP by providing all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Our School Site Council meets approximately six times per year. Together we:

Reviewed and analyzed state and local student achievement, attendance, and climate data

Engaged the community in providing input to identify and develop school improvement priorities

Built relationships geared toward a mutual goal of supporting the success of all students to build performance and growth

We provide:

A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student

A description of instructional and auxiliary services to meet the needs of English learners, socioeconomically disadvantaged students, students performing below grade level, high achieving students, and students with disabilities.

A description of a staff development programming for staff.

An identification of the schools' means of evaluating progress toward accomplishing its goals and an ongoing evaluation of the educational program of the school

A description of how state and federal categorical funds provided to the school will be used to improve the academic performance of all pupils to the level of state performance goals.

LCAP DISTRICT GOALS

GOAL 1: LUSD will accelerate academic achievement for all students in all subjects

GOAL 2: LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

GOAL 3: LUSD will provide a comprehensive system of academic and behavioral supports/interventions

GOAL 4: LUSD will provide safe and well-maintained facilities

GOAL 5: LUSD will provide students access to varied enrichment opportunities

Educational Partner Involvement

How, when, and with whom did Lindo Park 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

School Leadership Team, School Site Council, and English Learner Advisory Committee were involved in this process.
*****Data Days

June 5, 2023-----

Sept 25, 2023-----

Nov. 13, 2023-----

Feb. 12, 2024-----

April 22, 2024-----

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.

The bulk of School-wide Title I funds were utilized for a focus on student connectedness based on CHKS Data we identified that student connectedness was low which in turn would help improve students academic motivation to learn through movement (P.E) classes for all students along with Instructional intervention, positive behavior intervention and social-emotional learning.

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.

Math-Red ELA- Orange Suspension Rate: Orange. EL Progress- Orange

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.

Chronic Absenteeism- 2 or more races

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lindo Park 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	2.94%	3.15%	2.75%	12	14	12
African American	4.41%	3.6%	3.66%	18	16	16
Asian	0.74%	1.8%	1.37%	3	8	6
Filipino	0.74%	0.68%	0.46%	3	3	2
Hispanic/Latino	44.36%	47.97%	48.74%	181	213	213
Pacific Islander	1.72%	1.35%	0.92%	7	6	4
White	39.46%	34.23%	35.93%	161	152	157
Multiple	5.64%	7.21%	6.18%	23	32	27
Total Enrollment				408	444	437

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	43	92	58
Grade 1	63	50	64
Grade 2	74	68	62
Grade3	72	75	74
Grade 4	85	72	76
Grade 5	71	87	79
Total Enrollment	408	444	437

Conclusions based on this data:

1. Our highest student group is of Hispanic/Latino ethnicity, followed by White ethnicity.
2. Enrollment has decreased 20 students than 22-23 school year and continues to rise.
3. All grade levels are close in size. The smallest being our kinder enrollment is lowering by 40 students and the smallest being fifth grade at 79 students.

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	67	92	101	17.3%	16.4%	23.1%
Fluent English Proficient (FEP)	14	16	14	6.2%	3.4%	3.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. English Learners make up 23.1% of Lindo Park's student population and has been increasing in years.
2. Fluent English Proficiency is 3.2% lower than the 22-23 school 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	68	76	0	63	70	0	63	69	0.0	92.6	92.1
Grade 4	68	83	75	0	81	71	0	81	71	0.0	97.6	94.7
Grade 5	63	70	87	0	68	82	0	68	82	0.0	97.1	94.3
All Grades	202	221	238	0	212	223	0	212	222	0.0	95.9	93.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2387.	2369.		15.87	13.04		14.29	14.49		26.98	24.64		42.86	47.83
Grade 4		2396.	2410.		3.70	11.27		13.58	11.27		22.22	30.99		60.49	46.48
Grade 5		2444.	2415.		10.29	3.66		17.65	10.98		25.00	24.39		47.06	60.98
All Grades	N/A	N/A	N/A		9.43	9.01		15.09	12.16		24.53	26.58		50.94	52.25

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.70	11.59		58.73	53.62		28.57	34.78
Grade 4		2.47	11.27		62.96	60.56		34.57	28.17
Grade 5		11.76	4.88		60.29	52.44		27.94	42.68
All Grades		8.49	9.01		60.85	55.41		30.66	35.59

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.17	8.70		63.49	46.38		33.33	44.93
Grade 4		7.41	4.23		39.51	54.93		53.09	40.85
Grade 5		5.88	0.00		47.06	45.12		47.06	54.88
All Grades		5.66	4.05		49.06	48.65		45.28	47.30

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.94	10.14		74.60	68.12		17.46	21.74
Grade 4		3.70	4.23		77.78	64.79		18.52	30.99
Grade 5		10.29	7.32		64.71	67.07		25.00	25.61
All Grades		7.08	7.21		72.64	66.67		20.28	26.13

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11	1.45		55.56	68.12		33.33	30.43
Grade 4		1.23	11.27		64.20	60.56		34.57	28.17
Grade 5		7.35	8.54		52.94	51.22		39.71	40.24
All Grades		6.13	7.21		58.02	59.46		35.85	33.33

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Conclusions based on this data:

1. Overall scores in ELA CAASSP
In 2022-23, 52.25% of all students did not meet or exceeded standards.
In 2022-23, 26.58% of all students at or near standards.
In 2022-23, 21.17% of all students met standard

2. Reading

Demonstrating understanding of literary and non-fictional texts
3rd- 53.68 of students were at or near standard
4th- 60.56% of students were at or near standard
5th- 52.44% of students were at or near standard

3. In 2022-2023 the areas of need were exhibited in producing/presenting clear purposeful writing. We believe that students will benefit from math and language instruction in communicating effectively. This will be accomplished through repeated reading, collaborative conversation and and increased use of language frames. If students first speak and listen using oral academic language, and then transfer skills to writing, they will learn how to produce clear, purposeful text. Using collaborative classroom writing program grades k-5
In the area of research and inquiry in 21-22 grades 3 had a decrease by 10% and 4th grade increased by 10%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	71	68	76	0	65	73	0	65	73	0.0	95.6	96.1
Grade 4	68	83	75	0	81	74	0	81	74	0.0	97.6	98.7
Grade 5	63	70	86	0	69	84	0	69	84	0.0	98.6	97.7
All Grades	202	221	237	0	215	231	0	215	231	0.0	97.3	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2366.	2349.		6.15	4.11		15.38	9.59		23.08	16.44		55.38	69.86
Grade 4		2383.	2396.		2.47	2.70		8.64	21.62		27.16	22.97		61.73	52.70
Grade 5		2433.	2391.		5.80	1.19		11.59	2.38		26.09	16.67		56.52	79.76
All Grades	N/A	N/A	N/A		4.65	2.60		11.63	10.82		25.58	18.61		58.14	67.97

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.15	6.85		33.85	27.40		60.00	65.75
Grade 4		2.47	4.05		29.63	33.78		67.90	62.16
Grade 5		7.25	1.19		40.58	23.81		52.17	75.00
All Grades		5.12	3.90		34.42	28.14		60.47	67.97

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.23	5.48		43.08	32.88		47.69	61.64
Grade 4		6.17	2.70		29.63	43.24		64.20	54.05
Grade 5		10.14	0.00		43.48	35.71		46.38	64.29
All Grades		8.37	2.60		38.14	37.23		53.49	60.17

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.23	5.48		47.69	46.58		43.08	47.95
Grade 4		1.23	5.41		51.85	52.70		46.91	41.89
Grade 5		2.90	2.38		49.28	35.71		47.83	61.90
All Grades		4.19	4.33		49.77	44.59		46.05	51.08

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Conclusions based on this data:

1. Math
In 2022-23, 13% of all students met or exceeded standards.
In 2022-23, 67.97% of all students did not meet standards.
2. In 2022-2023 Concepts and Procedures

Demonstrating ability to support mathematical conclusions seemed to be our weakest strand with only scoring 3.90 % of students above standards and 67.97% of students below standard.
3. .

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1397.5	1390.0	1465.0	1413.0	1406.9	1484.4	1361.6	1350.5	1419.5	13	13	19
1	1434.1	1436.3	1455.6	1443.4	1445.8	1497.4	1424.1	1426.3	1413.1	11	12	16
2	*	1466.7	1446.6	*	1471.7	1467.4	*	1461.3	1425.4	7	12	16
3	1463.6	*	1445.1	1469.4	*	1460.5	1457.4	*	1429.4	16	7	16
4	1492.6	1518.4	1449.3	1496.1	1533.9	1463.7	1488.7	1502.5	1434.3	12	16	15
5	1501.8	1506.5	1511.5	1515.4	1515.4	1532.9	1487.6	1497.1	1489.7	12	13	21
All Grades										71	73	103

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	36.84	23.08	53.85	10.53	61.54	23.08	36.84	15.38	23.08	15.79	13	13	19
1	0.00	8.33	12.50	18.18	41.67	56.25	72.73	16.67	18.75	9.09	33.33	12.50	11	12	16
2	*	0.00	6.25	*	58.33	31.25	*	33.33	37.50	*	8.33	25.00	*	12	16
3	18.75	*	6.25	25.00	*	31.25	25.00	*	31.25	31.25	*	31.25	16	*	16
4	0.00	25.00	26.67	41.67	37.50	6.67	41.67	37.50	13.33	16.67	0.00	53.33	12	16	15
5	8.33	15.38	33.33	41.67	38.46	14.29	25.00	15.38	19.05	25.00	30.77	33.33	12	13	21
All Grades	7.04	9.59	21.36	29.58	43.84	24.27	43.66	26.03	26.21	19.72	20.55	28.16	71	73	103

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	15.38	36.84	61.54	46.15	21.05	7.69	23.08	26.32	30.77	15.38	15.79	13	13	19
1	9.09	58.33	43.75	54.55	8.33	25.00	18.18	0.00	25.00	18.18	33.33	6.25	11	12	16
2	*	33.33	37.50	*	25.00	12.50	*	25.00	31.25	*	16.67	18.75	*	12	16
3	25.00	*	31.25	43.75	*	31.25	6.25	*	6.25	25.00	*	31.25	16	*	16
4	33.33	68.75	33.33	50.00	25.00	13.33	0.00	6.25	13.33	16.67	0.00	40.00	12	16	15
5	41.67	53.85	52.38	33.33	23.08	19.05	16.67	0.00	4.76	8.33	23.08	23.81	12	13	21
All Grades	22.54	45.21	39.81	47.89	27.40	20.39	11.27	9.59	17.48	18.31	17.81	22.33	71	73	103

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	15.79	0.00	7.69	10.53	84.62	69.23	57.89	15.38	23.08	15.79	13	13	19
1	0.00	8.33	0.00	9.09	8.33	25.00	72.73	33.33	31.25	18.18	50.00	43.75	11	12	16
2	*	0.00	6.25	*	41.67	12.50	*	33.33	31.25	*	25.00	50.00	*	12	16
3	0.00	*	0.00	25.00	*	12.50	37.50	*	37.50	37.50	*	50.00	16	*	16
4	0.00	0.00	0.00	8.33	37.50	0.00	58.33	31.25	33.33	33.33	31.25	66.67	12	16	15
5	0.00	7.69	4.76	8.33	7.69	14.29	58.33	46.15	28.57	33.33	38.46	52.38	12	13	21
All Grades	1.41	2.74	4.85	9.86	19.18	12.62	57.75	41.10	36.89	30.99	36.99	45.63	71	73	103

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	30.77	42.11	61.54	46.15	42.11	23.08	23.08	15.79	13	13	19
1	36.36	58.33	50.00	54.55	16.67	50.00	9.09	25.00	0.00	11	12	16
2	*	8.33	18.75	*	75.00	75.00	*	16.67	6.25	*	12	16
3	25.00	*	18.75	50.00	*	56.25	25.00	*	25.00	16	*	16
4	25.00	56.25	26.67	50.00	31.25	33.33	25.00	12.50	40.00	12	16	15
5	16.67	7.69	28.57	75.00	61.54	42.86	8.33	30.77	28.57	12	13	21
All Grades	22.54	31.51	31.07	60.56	42.47	49.51	16.90	26.03	19.42	71	73	103

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.69	31.58	69.23	69.23	42.11	30.77	23.08	26.32	13	13	19
1	9.09	16.67	50.00	54.55	50.00	43.75	36.36	33.33	6.25	11	12	16
2	*	50.00	43.75	*	33.33	37.50	*	16.67	18.75	*	12	16
3	62.50	*	43.75	25.00	*	25.00	12.50	*	31.25	16	*	16
4	58.33	100.00	33.33	33.33	0.00	26.67	8.33	0.00	40.00	12	16	15
5	58.33	76.92	71.43	25.00	0.00	0.00	16.67	23.08	28.57	12	13	21
All Grades	39.44	54.79	46.60	42.25	26.03	28.16	18.31	19.18	25.24	71	73	103

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	21.05	76.92	76.92	63.16	23.08	23.08	15.79	13	13	19
1	0.00	8.33	0.00	36.36	8.33	43.75	63.64	83.33	56.25	11	12	16
2	*	0.00	0.00	*	58.33	31.25	*	41.67	68.75	*	12	16
3	0.00	*	0.00	56.25	*	43.75	43.75	*	56.25	16	*	16
4	0.00	0.00	0.00	58.33	75.00	40.00	41.67	25.00	60.00	12	16	15
5	0.00	15.38	9.52	58.33	46.15	38.10	41.67	38.46	52.38	12	13	21
All Grades	1.41	4.11	5.83	54.93	52.05	43.69	43.66	43.84	50.49	71	73	103

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.69	26.32	69.23	61.54	47.37	30.77	30.77	26.32	13	13	19
1	0.00	8.33	0.00	90.91	66.67	75.00	9.09	25.00	25.00	11	12	16
2	*	8.33	6.25	*	83.33	56.25	*	8.33	37.50	*	12	16
3	6.25	*	6.25	43.75	*	43.75	50.00	*	50.00	16	*	16
4	0.00	12.50	0.00	75.00	68.75	40.00	25.00	18.75	60.00	12	16	15
5	0.00	0.00	4.76	66.67	69.23	52.38	33.33	30.77	42.86	12	13	21
All Grades	4.23	6.85	7.77	61.97	67.12	52.43	33.80	26.03	39.81	71	73	103

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Conclusions based on this data:

1. 2022-2023 ELPAC
 Overall Average, Level 3, Scale Score 24.27%
 Listening 31.07% well developed
 Speaking 46.60%
 Reading 5.83%
 Writing 7.77%

3. When analyzing K-5 investment in math academic language interaction and communicating effectively, we saw growth. Correspondingly, we know we can strengthen academic language of SWD, SED, and EL students through language frames for structured student-to-student interaction. This will increase the construction of meaning, listening, and speaking, which will impact reading and writing. Each teacher will develop a designated ELD time to support EL student in all academic area.

School and Student Performance Data

California School Dashboard Student Population

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
444	68.5	20.7	0.5
Total Number of Students enrolled in Lindo Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	20.7
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	304	68.5
Students with Disabilities	130	29.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.6
American Indian	14	3.2
Asian	8	1.8
Filipino	3	0.7
Hispanic	213	48
Two or More Races	32	7.2
Pacific Islander	6	1.4
White	152	34.2

Conclusions based on this data:

1. We have created alternate learning environments for student innovation, learning, inquiry, and healthy lifestyles: two community gardens, two Ga Ga Pits, a MakerSpace, and an outdoor classroom. These environments add to our positive attendance program where we celebrate and incentivize students who are on time, and at school all day.
2. We connect students to school through school funded after-school opportunities for all students once the restrictions are lifted: after-school sports, grades 2-5 dance clubs, grade 5 dance club, and science clubs. Otherwise, students' families would not be able to afford these opportunities P.E everyday
3. We will anticipate an Increase in EL learners, SWD and in Other race in 23-24 school year. We celebrate our diverse student population through culturally proficient projects/ Multicultural week.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Continue to address Chronic absenteeism using strategies to bring foster support from school to home
2. Our ELL population of students is making high progress
3. Suspension Rate is now Orange

School and Student Performance Data

Academic Performance English Language Arts

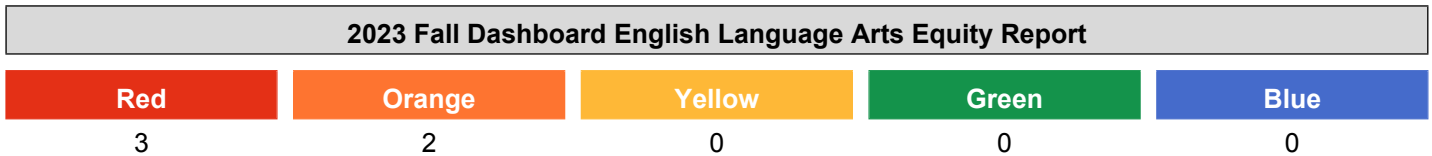
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 69.4 points below standard Decreased -10.3 points 210 Students	<p>English Learners</p>  Red 79.1 points below standard Decreased -13.1 points 43 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 69.5 points below standard Decreased -11.6 points 156 Students	<p>Students with Disabilities</p>  Red 117.2 points below standard Decreased Significantly -17.3 points 73 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
68.1 points below standard Decreased -12.3 points 12 Students	Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64.1 points below standard Decreased -3.3 points 91 Students	59.6 points below standard 16 Students	Less than 11 Students 4 Students	 Red 76.5 points below standard Decreased Significantly - 17.1 points 72 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.5 points below standard Maintained -0.6 points 40 Students	Less than 11 Students 3 Students	69.9 points below standard Decreased -10.7 points 161 Students

Conclusions based on this data:

1. ELA

In 2023, Overall students fell below standard decreased by 10 points
 In 2013, English Learners decreased by 13 points
2. ELA

In 2023, of 73 SWD decreased by 17.3 points

School and Student Performance Data

Academic Performance Mathematics

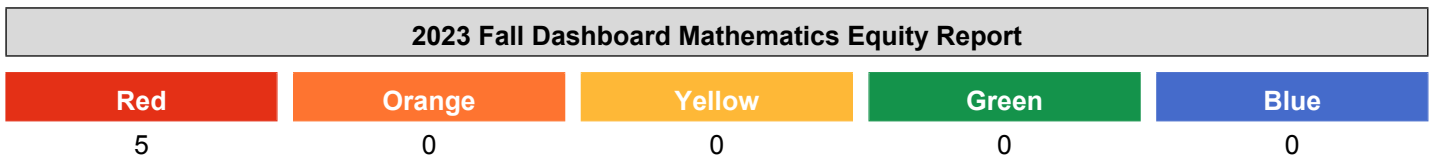
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>100.5 points below standard</p> <p>Decreased -13.9 points</p> <p>209 Students</p>	<p>English Learners</p>  <p>Red</p> <p>121.8 points below standard</p> <p>Decreased Significantly -28.8 points</p> <p>43 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>106 points below standard</p> <p>Decreased Significantly -21.4 points</p> <p>155 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>149.4 points below standard</p> <p>Decreased Significantly -18 points</p> <p>73 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>87.8 points below standard</p> <p>Decreased Significantly - 18.1 points</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Red</p> <p>97.6 points below standard</p> <p>Decreased -7.6 points</p> <p>91 Students</p>	<p>94.6 points below standard</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	 <p>Red</p> <p>100.8 points below standard</p> <p>Decreased Significantly - 17.5 points</p> <p>71 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>122.9 points below standard</p> <p>Decreased Significantly -15.4 points</p> <p>40 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>96.1 points below standard</p> <p>Decreased -9.3 points</p> <p>160 Students</p>

Conclusions based on this data:

1. Math
In 2023, overall students 13.9% decrease in scores
2. Math
In 2023, of 73 SWD fell below standard and 18% decrease
3. Math
In 2023, out of 40 EL students 15.4% of our students decreased

School and Student Performance Data

Academic Performance English Learner Progress

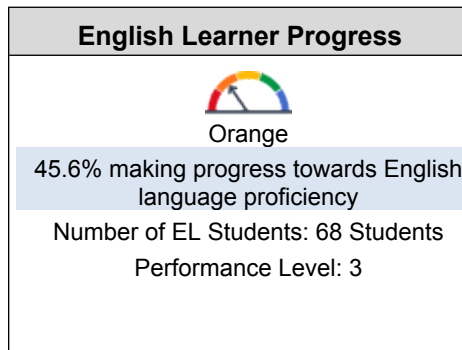
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	24	3	28

Conclusions based on this data:

1. In 2022-2023, 13 students decreased one ELPI level 24 maintained at Levels 1-3 and 28 students progressed one ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 33.3% Chronically Absent Declined Significantly -11.3 487 Students	English Learners Orange 32.1% Chronically Absent Declined -10.9 112 Students	Foster Youth Less than 11 Students 7 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 35.8% Chronically Absent Declined Significantly -12.8 341 Students	Students with Disabilities Yellow 33.6% Chronically Absent Declined Significantly -9.8 152 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
16.7% Chronically Absent Declined -20.2 18 Students	28.6% Chronically Absent Increased 3.6 14 Students	Less than 11 Students 10 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.8% Chronically Absent Declined Significantly -14.1 228 Students	 Red 60.6% Chronically Absent Increased 13.7 33 Students	Less than 11 Students 6 Students	 Yellow 26.9% Chronically Absent Declined Significantly -12.9 175 Students

Conclusions based on this data:

1. All groups decreased except 2 or more races
2. Our counselor, attendance clerk, Community liaison and District Support Services Department regularly work with families exhibiting these issues.
3. Overall 487 students 33.3 were chronically absent

School and Student Performance Data

Conditions & Climate Suspension Rate

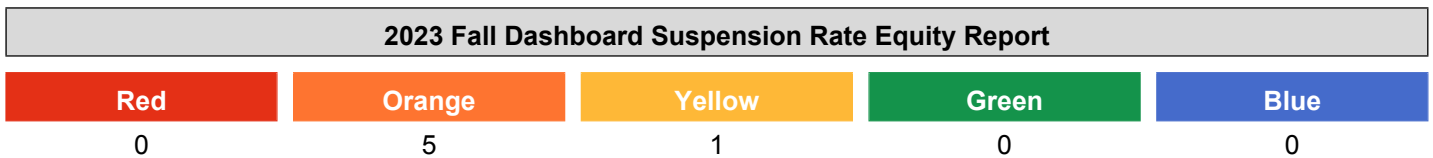
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 2.4% suspended at least one day Increased 0.5 505 Students	English Learners  Yellow 0.9% suspended at least one day Increased 0.9 117 Students	Foster Youth Less than 11 Students 7 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 2.9% suspended at least one day Increased 1.5 350 Students	Students with Disabilities  Orange 5.2% suspended at least one day Increased 2 155 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 20 Students</p>	<p>7.1% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.3 233 Students</p>	 <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 2.8 36 Students</p>	<p>Less than 11 Students 7 Students</p>	 <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 0.7 181 Students</p>

Conclusions based on this data:

- ALL Students had a 2.4% suspension rate
SWD had a high suspension rate of 5.2% (at least one suspension)
White Students had a high suspension rate of 3.9% (at least one suspension)
- In Tier I of the Multi-Tiered System of Supports (MTSS), students are supported through Positive Behavior Intervention and Support (PBIS) lessons, classroom counseling lessons, Restorative Practice Behavior Slips, and Buddy Classrooms.
- In Tier II of the Multi-Tiered System of Supports, students are supported through group counseling groups, ABA trained Behavior Specialists, Behavior Intervention Aides, and an MTSS Teacher on Special Assignment who coaches teachers on best practices.

In Tier III of the Multi-Tiered System of Supports, we have minimal resources to address needs. They include: ABA trained Behavior Specialists, Behavior Intervention Aides, access to San Diego Center for Children for families with Medi-Cal, and Vista Hill for Students with Disabilities who qualify for education related mental health services in their Individual Education Plans. The need far exceeds the resource in this area.

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.

ELA

By June 2025, every students will meet or exceed expected growth target in ELA across the Reading Strand as measured by NWEA MAPS

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will accelerate academic achievement for all students in all subjects.

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.

An in-depth analysis of our 2022-2023 MAPS Data

K grade: 33% of student Met or Exceeded Standards. 40% of student did not meet or exceed standards
1st grade: 35% of student Met or Exceeded Standards. 42% of student did not meet or exceed standards
2nd grade: 26% of student Met or Exceeded Standards. 52% of student did not meet or exceed standards
3rd grade: 34% of student Met or Exceeded Standards. 47% of student did not meet or exceed standards
4th grade: 31% of student Met or Exceeded Standards. 40% of student did not meet or exceed standards
5rd grade: 28% of student Met or Exceeded Standards. 54% of student did not meet or exceed standards

Reading: Fall/ Winter/ Growth 2023-2024

Kinder: 137.5/143.7/+4.31%

1st: 146.7/155.1/+5.42%

2nd: 156.8/163.3/+3.98%

3rd: 174/186.1/+6.50%

4th: 187.8/193.1/+2.74%

5th: 191.3/196.5/+2.65%

Claim #1 (Reading) has been identified as the area of greatest need. To support this goal, students in grades K-2 will:

- * Have access to guided reading instruction at least 2 times per week
- * Access to Imagine Learning and Literacy to deliver the very best early-reading instruction. A personalized learning progression for each child.
- * Learning Loss Mitigation Teacher (LLM) to meet with students for targeted intervention support

Students in grades 3-5 will:

- * Practice leveled reading passages from our Wonders curriculum 2 times per week
- * Have access to targeted intervention 2 days a week while on campus
- * Complete one Achieve 3000 article per month with an emphasis on close reading.
- * Student will have access to Imagine Learning in Reading 3x a week for 20-30 mins

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
By June 2025, using the NWEA MAP ELA assessment as a performance indicator.	Students from grades 1-5 will show positive academic growth from their baseline RIT score in Reading	To meet or exceed growth target by 5 Points

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>Students will use Imagine Learning in grades (K-5) and Achieve 3000 (grades 3-5) to target academic deficits in Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as targeted specific student groups.</p> <p>Learning Loss Intervention Teacher will meet with ALL students on targeted intervention in ELA/Math 4 days a week. Teachers will use Achieve 3000 to target our EL and at promise students. Intervention supports k-3 using our Learning Academy teachers daily Intervention universal access for grades 4-5 daily</p> <p>Imagine Learning to be used 2/3 times a week for 30 mins 1-5th grade to work in Reading Fluency and comprehension</p> <p>Achieve 3000- Students will use Achieve 3000 once weekly for 30-45 mins to work on reading comprehension and reading fluency</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students, Homeless and Foster Youth.	<p>None Specified</p> <p>None Specified</p>
1.2	<p>K-5 teachers will receive coaching and PD in EL interventions strategies for instruction for at-risk students.</p> <p>Action: Teachers will be trained in using EL strategies for ALL students in the classroom daily</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	Title I 1000-1999: Certificated Personnel Salaries SDCOE EL Training
1.3	<p>English Learners will use the program Imagine Learning to build English vocabulary development, reading comprehension, writing and fluency skills. This program will provide language acquisition development to close the achievement gaps for EL students.</p> <p>Students will also use Starfall help kids learn spelling and improve vocabulary and grammar skills.</p> <p>Create grade level sight words to wrap around the building to re-enforce reading, vocabulary and sight words for EL students</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	<p>140.00</p> <p>LCFF Base</p> <p>4000-4999: Books And Supplies</p> <p>GO FORMATIVE</p> <p>355.00</p> <p>LCFF Base</p> <p>4000-4999: Books And Supplies</p> <p>Starfall</p>

	SIPPS and intervention phonic and vocabulary program will be used with our K-3 students to help with word recognition and phonics		4000-4999: Books And Supplies
1.4	SWD- Sunday to work on ELA Teachers and aides support students to work on decoding skills and phonics.	Students with Disabilities	
1.5	<p>Actions: k-5 teachers will engage in Collaboration-Lesson Study Analysis of Instruction and Student Work to plan instruction and implement intervention for all students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Redesignated Fluent English Proficient Students</p> <p>In every area, teachers will explicitly plan student use of collaborative conversation language frames to increase student's speaking and listening skills, which will impact reading and writing.</p> <p>Evaluation: K-2 Teachers will evaluate students progress by noting running record, DIBELS score growth, and student to student interaction opportunities. 3-5 Teachers will evaluate progress by monitoring students Lexile growth through Achieve 3000, System 44, read 180, and/or MAPS growth score, and student to student interaction opportunities.</p> <p>Teachers will participate in Professional Development in the PLC process: Looking at data and analyzing our next steps towards academic success.</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	<p>10,000 LCFF Base 1000-1999: Certificated Personnel Salaries 2 Data Analysis Days per teacher (24x390)</p> <p>Title I None Specified</p>
1.6	dELD -30 min block each grade level in our Master Schedule	ALL STUDENTS	
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

NWEA Maps growth in grade levels increased

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

Each teacher will address the needs of our EL students by creating an DELD block.

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.

Sunday for our SWD to increase scores in ELA

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.

Mathematics

By June 2025, every students will meet or exceed expected growth target in MATH as measured by NWEA MAP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD will accelerate academic achievement for all students in all subjects

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.

An in-depth analysis of our 2022-2023 indicates that school wide in Math Maps

K grade: 33% of student Met or Exceeded Standards. 40% of student did not meet or exceed standards
 1st grade: 35% of student Met or Exceeded Standards. 42% of student did not meet or exceed standards
 2rd grade: 26% of student Met or Exceeded Standards. 52% of student did not meet or exceed standards
 3rd grade: 34% of student Met or Exceeded Standards. 47% of student did not meet or exceed standards
 4th grade: 31% of student Met or Exceeded Standards. 40% of student did not meet or exceed standards
 5rd grade: 28% of student Met or Exceeded Standards. 54% of student did not meet or exceed standards

Math: Fall/ Winter/ Growth 23-24 School Year

K: 141.9/151.1/+6.09%
 1st: 151.7/160.5/+5.48%
 2nd: 165.7/184.07/+3.27%
 3rd: 174.7/182.8/+4.43%
 4th: 185.2/191.6/+3.34%
 5th: 193/199.3/+3.16%

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
By June 2025, using the NWEA MAP Math assessment as a performance indicator.	Students from 2-5 will show positive academic growth from their baseline RIT score in Math	To meet or exceed growth target by 5 Points

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Reflex Math Program to be used 2/3 times a week for 30 mins 1-5th grade to work in Numbers and operations Math Fluency for over 3 years To support this goal: Students in grades K-2 will: * Have access to District Wide Everyday Math Curriculum at least 3 times per week * Student will use Starfall as an intervention to help support academic in math facts *Math Fluency students will use Reflex Math program 2-3 times a week grades 1-5th * Access to Imagine Math Facts</p> <p>Students in grades 3-5 will: * Participate in targeted intervention 2 days a week while on campus during WIN time * Every student will have access to District Wide Everyday Math Curriculum at least 2-3 times per week * Access to Imagine MathFacts for problem solving skills *Math Fluency students will use Reflex Math program 2/3 times a week *Grades 4-5 Students will have Math exit tickets to refine their skills as mastered</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	<p>3225.08 LCFF Base 4000-4999: Books And Supplies Reflex Math Program 3000 LCFF Base 4000-4999: Books And Supplies Math/Science \$500 Grade level</p>
2.2	<p>Math rotations to help support students with the foundational skills in math facts and operations skills. Exit tickets will be given 2 times a week to check for understanding over a unit of study.</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	Title I None Specified
2.3	<p>Actions: Teachers will examine grade level materials and standards to determine needed supplemental instruction to match standards: Evaluation: Teachers will use benchmark data from EDM and Interim assessment data from CDE to note growth:</p> <p>Grade level supplemental materials and PD to match math standards: \$500 per level \$3000 LCFF Base K: Systematic Scope and Sequence 1st: Systematic Scope and Sequence, Supplements in decomposing numbers and visuals 2nd: For first grade materials add- fluency w numbers 1-10, for Second grade supplement: Word Problems, Measurement, Time, Money, Addition/Subtraction Fluency 3rd: For second grade materials add- solid understanding of place value, fluently</p>	All students with a focus on Socioeconomically Disadvantaged SED, English Learners, Students with Disabilities, and Re-designated Fluent English Proficient Students	<p>3500 LCFF Base 2000-2999: Classified Personnel Salaries Grade Level Math intervention support/Specials/Makerspace</p>

	<p>adding/subtracting within 100, understanding of needed math vocabulary (sum/difference. etc.) supplement: multiplication fluency, adding/subtracting numbers w regrouping, measurement, time, fractions, area, rounding, 4/5th : For third grade materials add- Addition/subtraction/multiplication fact fluency, solid understanding of place value, regrouping, measurement Fourth/Fifth grade supplement: Operation Repetition, Measurement Conversion, Multiplication/Division Fact practice, Understanding of Basic Fractions</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Nwea Map growth increased in all grade level

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

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

Performace Task created by teachers- Math transformation

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.

Socio-Emotional

By the end of the school year LP will have developed a baseline through a consistent and clear discipline referral system and structure in the classroom and on the playground to promote positive interactions at Lindo Park Elementary.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will provide a comprehensive system of academic and behavioral supports/interventions

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.

Student behavior is escalated in unstructured areas. This spills over and affects classroom behavior. Need for consistent procedures, re-envisioned routines, and staff training to complement PBIS is indicated. Additionally, staff will continue discussion to develop classroom calming structures and strategies for students with challenging behavior.

Analysis of Office Discipline Referrals:

Lack of documentation and consistency on student behavior communication to staff.

2023-24 50 office referrals

Most issues stemmed from aggressive, escalated behavior in unstructured areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will increase positive behavior in unstructured areas	75 office referrals	By June 2025 50 office referrals

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	Actions: Each teacher will teach a weekly, 20 minute PBIS lesson. One lesson a month will integrate a component of Growth Mindset.	All Students	500 Unrestricted Lottery 4000-4999: Books And Supplies Books, Materials, Supplies

	<p>We will implement a positive school climate that ensure the safety of all Lindo Park students and staff.</p> <p>Low level referral system to be implemented school wide</p> <p>Positive referrals to acknowledge students positive behavior and LSUD student profile goals.</p> <p>Evaluation: With counselor support teachers will commit to one PBIS lesson a month</p>		<p>2,123.25</p> <p>LCFF Base</p> <p>4000-4999: Books And Supplies</p> <p>School Planners</p>
3.2	<p>Unstructured Areas will be systematized with structures and routines for calm, constructive behavior. Behavior Assemblies</p> <p>All Students will be provided with positive interventions through the use of movement. All grades will be provided with a P.E. class followed by WINN and intervention supports.</p>	All Students	<p>12000</p> <p>None Specified</p> <p>Supplies for Playground,/After-school Activities (ELOP FUNDS)</p> <p>48,269</p> <p>Prop 28</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Zumba/Arts 1x a week for 30 mins a day tk-5th grade</p> <p>64,259</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Positive Behavior Intervention Supports/P.E. SEL intervention</p>
3.3	<p>Actions: Principal, MTSS TOSA, and Teachers will create positive behavioral interventions and assess student growth in academic and behavior through "Kidwatch, " through Staff Training for common areas, and consultation with experts regarding classroom strategies.</p> <p>Evaluation: Staff will monitor, attendance, SST referrals, Classroom Behavior Slips, ODRs, Suspensions Social-Emotional Therapeutic referrals, Referrals for SPED Testing, and individual/ group lessons with counselor.</p>	All Students	<p>3000</p> <p>LCFF Base</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Release time for Kidwatch Meetings (Oct/March), PD</p> <p>Responsive Classroom 1 teacher 2 times each</p> <p>LCFF Base</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000</p> <p>Unrestricted Lottery</p> <p>4000-4999: Books And Supplies</p> <p>Supplies for Cafeteria/Playground Routines</p>
3.4	<p>Actions: Staff will establish school-wide recognition in academics and behavior focused on individual, group, class and/or grade level success.</p> <p>Individual/Group will earn positive privilege/incentive acknowledging positive behavior.</p> <p>Positive Referrals for students to be recognized</p>	All Students/ 2 or more races	<p>1000</p> <p>LCFF Base</p> <p>4000-4999: Books And Supplies</p> <p>Positive Message Banners, Incentives, Intent Bracelets</p>

3.5	Observation of students of 2 or more races and empathy interviews/ parent home calls to help support and limit suspensions and office referrals	two or more races	
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

PBIS handbook for teaches to identify needs to students

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

PBIS Falcon sstore in class adding Soar Bucks for positive behavior/ Assemblies

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.

PBIS system with whole school posters

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Outreach, Communication, Parent Involvement, Enrichment

By the end of the school year our goal is to bridge and connect school and home parent involvement to decrease chronic absenteeism and increase communication

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

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.

Lindo Park would like to engage parents and students to be more involved using school wide parent engagement nights. Literacy/Math/Science

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism rate	33.3 percent	16.7 percent

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to support parent/community mass notification system, phone, mailing to community. Monitor effectiveness of social media outreach and communication to parents and community - refine/expand as needed Market schools and programs to community to ensure continued enrollment	All Students with a focus on Students with Disabilities	
4.4	1.0 Continue to provide increased opportunities for parents and community members to participate on school campuses. 1.1 Continue support of all "School SMARTS" Programs and expand to other school sites as there is need/interest	ALL Students with a focus on Student with Disabilities	932 Title I Parent Involvement None Specified After school parent nights, coffee with the principal, PPP(positive parenting) Unrestricted Lottery

	1.2 Continue to support meetings for parents with child care and translation, as needed 1.3 Expand parent information nights for common core math, NGSS, and other curricular areas as requested by parents 1.4 Increase parent engagement opportunities at the district level.		None Specified Unrestricted Lottery None Specified
4.5	Family Math Night Family Reading Night PTA nights Science/STEM Night PIQE: Recruit 5 families to attend Parent Trainings Nights		Unrestricted Lottery None Specified LCFF Base None Specified
4.6	Observation of students of 2 or more races and empathy interviews/ parent home calls	2 or more races	LCFF Base None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Decrease in Chronic Absenteeism.

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

Activities to increase student attendance ex: Soak the principal on days were student absenteeism was high

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.

Adding more student incentives

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,303.33
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$64,259.00
Title I Parent Involvement	\$932.00

Subtotal of additional federal funds included for this school: \$65,191.00

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 (\$)
	\$12,000.00
LCFF Base	\$26,343.33
Prop 28	\$48,269.00
Unrestricted Lottery	\$1,500.00

Subtotal of state or local funds included for this school: \$88,112.33

Total of federal, state, and/or local funds for this school: \$153,303.33

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	59,367.55	-4,891.45
Title I Parent Involvement	1,120.00	188.00
Unrestricted Lottery	21,533.00	20,033.00
LCFF Base	21,533.00	-4,810.33
Prop 28	62,684.00	14,415.00

Expenditures by Funding Source

Funding Source	Amount
	12,000.00
LCFF Base	26,343.33
Prop 28	48,269.00
Title I	64,259.00
Title I Parent Involvement	932.00
Unrestricted Lottery	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	125,528.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	11,343.33
None Specified	12,932.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		12,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	13,000.00
2000-2999: Classified Personnel Salaries	LCFF Base	3,500.00
4000-4999: Books And Supplies	LCFF Base	9,843.33

1000-1999: Certificated Personnel Salaries	Prop 28	48,269.00
1000-1999: Certificated Personnel Salaries	Title I	64,259.00
None Specified	Title I Parent Involvement	932.00
4000-4999: Books And Supplies	Unrestricted Lottery	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,495.00
Goal 2	9,725.08
Goal 3	132,151.25
Goal 4	932.00

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

Name of Members	Role
Tessa Green	Principal
Hannah Weiher	Classroom Teacher
Sheila Florey	Other School Staff
Lyndsay Burd	Classroom Teacher
Rachelle Rivers	Other School Staff Parent or Community Member
Lyndsay Clark	Classroom Teacher
Tracie Rogers	Parent or Community Member
Miriam Hernandez	Parent or Community Member
Becky Hill	Parent or Community Member
Kathi Bradshaw	Parent or Community Member
Maria V.	Other School Staff
	Other School Staff Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/6/24.

Attested:



Principal, Tessa Green on 6/6/24



SSC Chairperson, Becky Hill on 6/6/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeview Elementary School	37681896038368	6/20/24	

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 Lakeview Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Lakeview Elementary's School Site Council (SSC) meets several times per year as part of a continuous cycle of improvement to review data, monitor progress and update the school plan. Lakeview's site goals are collectively created with stakeholder input after a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the California Schools Dashboard. Other district and school data including site and district benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor progress throughout the school year. Site goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Although Lakeview does not receive Title I funds, our SPSA outlines how LCFF funding will be allocated to improve the academic performance as well as attendance and suspension rates for all students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of Lakeview Elementary's 2024-2025 SPSA included multiple data measures for the purpose of gathering input from all stakeholders.

In May of 2024, Lakeview teachers participated in a data-analysis day. Lakeview Staff reviewed previous assessment data, current MAP data, district benchmark assessment data, grade level site developed assessments, California Healthy Kids Survey results, and Achieve 3000 data. During this time, we re-examined our site goals to determine what lead measures were/were not effective. Grade levels worked in teams to create charts that flagged both effective and ineffective strategies that had been put into place during the 2023-2024 school year and reported out their results. From this information, our staff identified effective strategies and drafted our 2024-2025 areas of focus.

Lakeview also utilized results from the 2024 California Healthy Kids Survey (CHKS) as a tool to measure social emotional well being on our campus. The California Healthy Kids Survey is an anonymous, comprehensive data collection system that addresses school climate, health risks, behaviors, and youth resiliency. Lakeview uses the California Healthy Kids Survey to obtain feedback from parents, students and staff regarding the academic program, social-emotional needs, and overall school culture and climate. Based on the results of the CHKS, Lakeview scored above the state's average in nearly all categories. Our goal for the 2023-2024 school year was to increase our "connectedness". Alas, the report found that only 77% reported a feeling of Connectedness to school (down from 80%,). The data obtained from the CHKS was used to drive Lakeview's Goal #3 in the SPSA.

Taking a "deep dive" into the MAPs data displayed that two subgroups, English Language Learners and Students With Disabilities, are underperforming in comparison to their grade level counterparts.

In May of 2024, Lakeview teachers participated in a Goal Setting Day, during which we engaged in discussion to review all data, revisit goals, and worked in grade level teams to identify both Lag and Lead Measures. Teachers also collaborated to determine what resources need to be funded in order to achieve these goals. We completed a needs assessment for the current school year, and addressed the barriers to providing equitable educational opportunities for all students, with particular focus on English Language Learners and Students with Disabilities.

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.

We analyzed the data to determine if all student groups were being served equitably with our expenditures. Having a Learning Loss Mitigation teacher allows us to provide one additional hour of intensive reading instruction weekly to our struggling readers. Achieve 3000 uses leveled, nonfiction reading passages to target close reading, reading comprehension, vocabulary, and writing skills. Because the text complexity is automatically individualized to each student's reading lexile, students' can access the information and practice these skills at their individual level(s). Both Achieve 3000 and Imagine Learning are research-based programs and therefore, staff feels that this is a beneficial expenditure. Further analysis of our expenditures revealed that we are not specifically targeting our English Learners or Students with Disabilities.

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.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeview 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	0.46%	0.3%	0.45%	3	2	3
African American	0.31%	0.3%	0.15%	2	2	1
Asian	0.31%	0.61%	0.90%	2	4	6
Filipino	0.61%	0.46%	0.15%	4	3	1
Hispanic/Latino	30.73%	33.18%	35.39%	201	218	235
Pacific Islander	0.31%	0.15%	0.15%	2	1	1
White	63.30%	59.82%	55.87%	414	393	371
Multiple	3.98%	5.18%	6.93%	26	34	46
Total Enrollment				654	657	664

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	118	126	94
Grade 1	95	124	99
Grade 2	125	91	125
Grade 3	89	115	100
Grade 4	111	91	112
Grade 5	116	110	95
Total Enrollment	654	657	664

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 56%
2. The second largest student group at Lakeview, the Hispanic/Latino subgroup, has grown from 33% to 35%
3. Lakeview has a very small population of the following student groups: Asian, Pacific Islander, American Indian, African American and Filipino.

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	27	29	29	3.1%	4.1%	4.4%
Fluent English Proficient (FEP)	11	12	18	1.5%	1.7%	2.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The percentage of English Learners at Lakeview has essentially the same from 4.1% to 4.4% in 2020-2021.
2. The number of Fluent English Proficient students has increased from 12 to 18.
3. The number of students reclassified to Fluent English Proficient significantly increased from 0 students to 3 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	87	115	0	84	112	0	84	112	0.0	96.6	97.4
Grade 4	118	110	94	0	109	94	0	109	94	0.0	99.1	100.0
Grade 5	109	118	110	0	117	110	0	117	110	0.0	99.2	100.0
All Grades	346	315	319	0	310	316	0	310	316	0.0	98.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2454.	2444.		29.76	31.25		35.71	25.89		21.43	24.11		13.10	18.75
Grade 4		2472.	2479.		23.85	29.79		29.36	23.40		19.27	24.47		27.52	22.34
Grade 5		2493.	2513.		20.51	23.64		27.35	30.00		23.93	25.45		28.21	20.91
All Grades	N/A	N/A	N/A		24.19	28.16		30.32	26.58		21.61	24.68		23.87	20.57

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.14	20.54		55.95	66.96		11.90	12.50
Grade 4		14.68	18.09		68.81	70.21		16.51	11.70
Grade 5		17.09	24.55		65.81	64.55		17.09	10.91
All Grades		20.32	21.20		64.19	67.09		15.48	11.71

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.24	17.86		65.48	63.39		14.29	18.75
Grade 4		13.76	15.96		63.30	62.77		22.94	21.28
Grade 5		13.68	17.27		62.39	64.55		23.93	18.18
All Grades		15.48	17.09		63.55	63.61		20.97	19.30

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86	17.86		72.62	66.96		9.52	15.18
Grade 4		16.51	22.34		73.39	68.09		10.09	9.57
Grade 5		11.97	15.45		77.78	77.27		10.26	7.27
All Grades		15.16	18.35		74.84	70.89		10.00	10.76

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.05	21.43		69.05	64.29		11.90	14.29
Grade 4		16.51	21.28		66.97	67.02		16.51	11.70
Grade 5		17.09	17.27		64.10	67.27		18.80	15.45
All Grades		17.42	19.94		66.45	66.14		16.13	13.92

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Conclusions based on this data:

1. 65% of our students met or exceeded the achievement standard for English Language Arts.
2. Our Average Distance from Standard (DFS) increased from +15 in 2018 to +26 in 2019.
3. Reading & Writing represent the claims with the most students scoring below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	87	115	0	84	111	0	84	111	0.0	96.6	96.5
Grade 4	118	110	94	0	109	94	0	109	94	0.0	99.1	100.0
Grade 5	109	118	110	0	117	110	0	117	110	0.0	99.2	100.0
All Grades	346	315	319	0	310	315	0	310	315	0.0	98.4	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2460.	2452.		27.38	27.03		38.10	34.23		21.43	24.32		13.10	14.41
Grade 4		2470.	2490.		16.51	22.34		30.28	35.11		36.70	27.66		16.51	14.89
Grade 5		2499.	2503.		18.80	17.27		19.66	21.82		30.77	36.36		30.77	24.55
All Grades	N/A	N/A	N/A		20.32	22.22		28.39	30.16		30.32	29.52		20.97	18.10

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.90	32.43		51.19	53.15		11.90	14.41
Grade 4		17.43	30.85		59.63	45.74		22.94	23.40
Grade 5		23.08	16.36		46.15	58.18		30.77	25.45
All Grades		24.84	26.35		52.26	52.70		22.90	20.95

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57	34.23		55.95	50.45		15.48	15.32
Grade 4		15.60	29.79		62.39	51.06		22.02	19.15
Grade 5		17.09	9.09		60.68	69.09		22.22	21.82
All Grades		19.68	24.13		60.00	57.14		20.32	18.73

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.95	30.63		59.52	52.25		9.52	17.12
Grade 4		22.94	21.28		50.46	57.45		26.61	21.28
Grade 5		9.40	14.55		71.79	70.00		18.80	15.45
All Grades		20.00	22.22		60.97	60.00		19.03	17.78

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

Conclusions based on this data:

- 60% of our students met or exceeded the achievement standards for Math.
- Our Average DFS increased from +5 in 2018 to +13 in 2019.
- The areas of Communicating Mathematical Reasoning represents the claim with the highest percentage of students scoring below standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	5	9
1	*	*	*	*	*	*	*	*	*	*	5	5
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	4	*	4
4	*		*	*		*	*		*	4		*
5	*	*		*	*		*	*		4	8	
All Grades										21	24	24

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	23.81	33.33	20.83	33.33	29.17	41.67	23.81	12.50	12.50	19.05	25.00	25.00	21	24	24

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	42.86	41.67	54.17	28.57	33.33	16.67	9.52	4.17	12.50	19.05	20.83	16.67	21	24	24

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.76	8.33	8.33	19.05	12.50	20.83	52.38	45.83	37.50	23.81	33.33	33.33	21	24	24

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*
All Grades	33.33	37.50	41.67	52.38	33.33	45.83	14.29	29.17	12.50	21	24	24	24

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	47.62	54.17	45.83	38.10	29.17	37.50	14.29	16.67	16.67	21	24	24

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	4.76	8.33	16.67	76.19	50.00	45.83	19.05	41.67	37.50	21	24	24

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	9.52	8.33	13.64	52.38	58.33	54.55	38.10	33.33	31.82	21	24	22

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

Conclusions based on this data:

1. 27 students took the ELPAC in 18-19.
2. Most of our students scored an overall level 3.
3. The largest number of students scoring "well developed" was in the speaking domain.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
657	25	4.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lakeview 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	4.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	164	25
Students with Disabilities	108	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	2	0.3
Asian	4	0.6
Filipino	3	0.5
Hispanic	218	33.2
Two or More Races	34	5.2
Pacific Islander	1	0.2
White	393	59.8

Conclusions based on this data:

1. The largest student group at Lakeview is White students at 68.7%
2. 32.5% of Lakeview's student population is Socioeconomically Disadvantaged.
3. Students with Disabilities make up 18.6% of Lakeview's student population.

School and Student Performance Data

Overall Performance





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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. Lakeview Elementary scored in the green in English Language Arts.
2. Lakeview Elementary scored in the green for both Mathematics and Chronic Absenteeism.
3. Lakeview's suspension rate is in the green.

School and Student Performance Data

Academic Performance English Language Arts

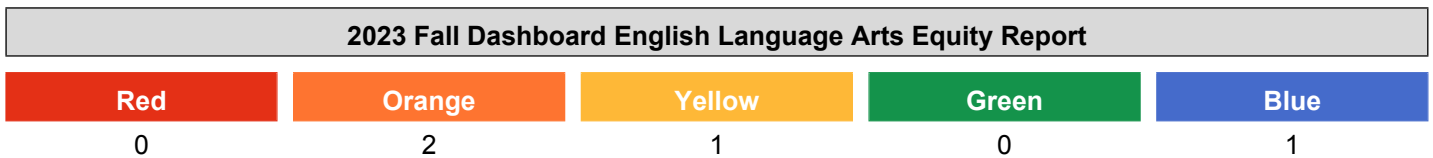
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 10.7 points above standard Increased +7.9 points 309 Students	English Learners Less than 11 Students 9 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 11.4 points below standard Decreased -7.6 points 79 Students	Students with Disabilities  Yellow 39.1 points below standard Increased +4.8 points 74 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.9 points below standard Decreased -7.2 points 99 Students	4.2 points below standard 11 Students	 No Performance Color 0 Students	 Blue 23.4 points above standard Increased Significantly +17.5 points 192 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	Less than 11 Students 5 Students	11.2 points above standard Increased +7 points 293 Students

Conclusions based on this data:

- Hispanic students (81 students) scored 15.3 points above standard which was an increase of 9.7 points.
- Socioeconomically Disadvantaged (115 students) scored 6.9 points above standard which was an increase of 13.9 points.
- Students with Disabilities (75 students) scored 41.1 points below standard which was an increase of 13.8 points.

School and Student Performance Data

Academic Performance Mathematics

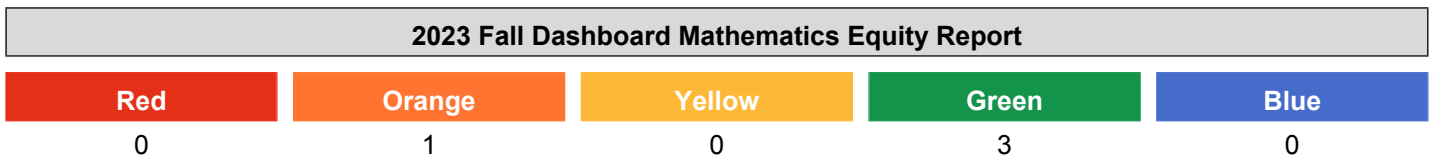
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 0.3 points below standard Increased +8.7 points 308 Students	English Learners Less than 11 Students 9 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 20.2 points below standard Increased +3.1 points 79 Students	Students with Disabilities Orange 52.4 points below standard Maintained +1.7 points 74 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 20.6 points below standard Increased +7.2 points 99 Students	2.5 points below standard 11 Students	 No Performance Color 0 Students	 Green 9.2 points above standard Increased +10.8 points 191 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	Less than 11 Students 5 Students	0.1 points above standard Increased +8.3 points 292 Students

Conclusions based on this data:

1. Hispanic students (81 students) scored 3.5 points below standard which was an increase of 2.7 points.
2. Socioeconomically Disadvantaged (115 students) scored 11 points below standard which was an increase of 2.2 points.
3. Students with Disabilities (74 students) scored 61.4 points below standard which was a decrease of .6 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
38.5% making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	5	0	5

Conclusions based on this data:

- 43.4% of Lakeview's English Learners progressed at lease one ELPI level.
- Lakeview's overall performance level is "Medium".
- 47.8% of our students are making progress toward English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 10.9% Chronically Absent Declined Significantly -13.5 670 Students	English Learners Yellow 20% Chronically Absent Declined -26.7 30 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 15.5% Chronically Absent Declined Significantly -18.9 181 Students	Students with Disabilities Yellow 12.9% Chronically Absent Declined -10.9 124 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.6% Chronically Absent Declined Significantly -18.2 224 Students	13.9% Chronically Absent Declined -4.6 36 Students	Less than 11 Students 1 Student	 Green 7.8% Chronically Absent Declined Significantly -12.6 398 Students

Conclusions based on this data:

1. Overall chronic absenteeism levels were maintained in the green.
2. Chronic absenteeism declined for Hispanic students.
3. Chronic absenteeism increased for students in the White subgroup and students with disabilities but maintained or declined for all other subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

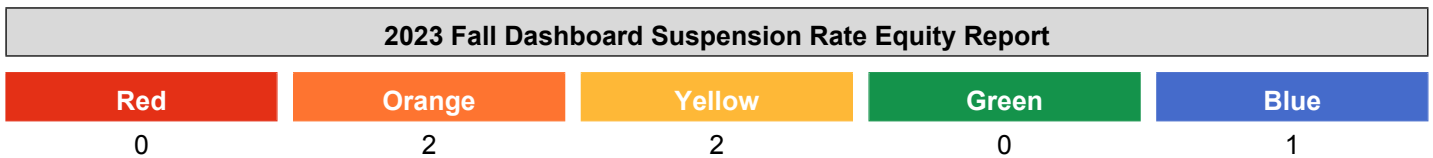
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 0.6% suspended at least one day Increased 0.6 673 Students	 Orange 3.3% suspended at least one day Increased 3.3 30 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 0.6% suspended at least one day Increased 0.6 181 Students	 Orange 1.6% suspended at least one day Increased 1.6 125 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 225 Students	2.8% suspended at least one day Increased 2.8 36 Students	Less than 11 Students 1 Student	 Yellow 0.8% suspended at least one day Increased 0.8 400 Students

Conclusions based on this data:

1. We maintained our current level of suspensions, placing us in the green band.
2. There was a 1.1% increase in suspensions for Students with Disabilities, putting us in the orange band.
3. There was a 1.7% increase in suspensions for Socioeconomically disadvantaged students, putting us in the orange band.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2025, every student will make significant growth in one (or more) of the following areas (grade-level dependent):

- number of sight-words or CVC words read
- fluency
- lexile score
- Achieve level set score
- MAPs score
- CAASPP score

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will accelerate academic achievement for all students in all subjects.

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.

From our data-analysis, we found: school-wide, 46% of Lakeview students met or exceeded the standard in Overall English Language Arts on the MAPS assessment. As is every year, our students do better on the CAASPP than they do on the MAPs: the 2023-2024 CAASPP ELA results indicated that 50% of our students met or exceeded the standard in ELA. Third grade scores increased their scores from 57% to 60%. Fifth grade also increased their scores from 54% to 55%. Fourth grade's scores decreased from 53% to 36%... which explains why the school-wide percentage decreased.

With that said, while we looked at the MAPS data and the CAASPP data, we realized that we had more "grade-level specific" goals which we were have been tracking throughout the year:

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
By June 2025, using the CAASPP Assessment as a performance indicator,	the percentage of students in grades 3-5 students who "met or exceeded the standard" will increase school-wide from 50%	to 55%.
TK: By June 2025, using letter identification as a performance indicator,	75% of students will	identify all 29 upper case letters.
K: By June 2025, using decoding as a performance indicator,	75% of students will	decode CVC words with 80% accuracy
1st: By June 2025, using sight word recognition as a performance indicator,	78% of students will	read the sight word list with 80% accuracy

2nd: By June 2025, using fluency as a performance indicator,	ALL students will	improve by 30 fluency points
3rd: By June 2025, using MAPS as a performance indicator,	ALL students will	improve by 10+ RIT points
4th: By June 2025, using the writing prompt as a performance indicator,	75% of students will	score a 3 by being able to read and annotate written sources and write a multi-paragraph essay with varying sentence structure and rich vocabulary to each of the 3 genre writing prompts. They will revise, edit, and self assess based on each district writing rubric.
5th: By June 2025, using Lexile scores as a performance indicator,	90% of students will	increase their Lexile level by 100+ points.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will use research based support programs Imagine Learning (grades K-2) and Achieve 3000 (grades 3-5) three times per week to target academic deficits in Reading Fluency and Reading Comprehension. These programs provide remediation to close achievement gaps for all students, as well as specific targeted student groups.	All Students	0 The district provided funding for Imagine Learning and Achieve 3000
1.2	Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.	All Students	0 LUSD has provided funding for this resource for the 2023-2024 academic year.
1.3	Teachers in Grades TK-5 will monitor student's' oral reading fluency/rate to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.	All Students	0 4000-4999: Books And Supplies LUSD has provided funding for this resource for the 2022-2023 academic year.
1.4	Students will utilize various instructional items (e.g. chart paper) to practice writing fluency and sight word recognition/practice. This allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.	All Students	5580 Unrestricted Lottery 4000-4999: Books And Supplies Special items, such as headphones
1.6	Teachers will receive a half-day release, three times per year, to administer 1:1 assessments for the purpose of monitoring students growth and progress towards site-developed goals. Teachers	All Students	14000 LCFF Base 1000-1999: Certificated Personnel Salaries

	will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.		Teacher Release Time for Assessments/Data Collection
1.7	The TK and Kindergarten teachers will administer a pre-assessment of the TK and the new kindergarten students before school begins.	new kindergarten students, all TK students	1000 LCFF Base 1000-1999: Certificated Personnel Salaries Kindergarten assessment day
1.8	Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in English & Spanish Language Arts.	All Students	6500 Unrestricted Lottery 4000-4999: Books And Supplies Supplemental Instructional Materials (other half is in Goal #2)
1.9	The school site will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.	All Students	6000 Unrestricted Lottery 4000-4999: Books And Supplies Office Supplies, Equipment & Maintenance (other half is in Goal #2)
1.10	English Learners will utilize the research-based application Imagine Learning for at least 15 minutes, three times per week, to build English language vocabulary, increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development to close achievement gaps for EL and Hispanic Students.	English Language Learners / Hispanic	0 4000-4999: Books And Supplies Imagine Learning - Language & Literacy. *LUSD has provided funding for this resource for the 2022-2023 academic year.
1.11	Spanish Immersion Students will utilize the research-based application Imagine Español at least 3 times per week to build English language vocabulary, increase reading fluency and comprehension, and strengthen writing skills. This program will provide language acquisition development and close the achievement gap for our Spanish Immersion students.	Spanish Immersion Students	0 4000-4999: Books And Supplies Imagine Español *LUSD has provided funding for this resource for the 2022-2023 academic year.
1.14			0
1.15	Learning Loss Mitigation Teachers will provide students with targeted, small group intervention in phonics, decoding and reading fluency for 30 minutes, twice per week. This intervention will close the achievement gap resulting from the Covid-19 pandemic for our struggling learners. The Dibels Assessment will be conducted on K-2 students every six weeks for the purpose of monitoring progress on students' academic growth.	All / SWD	0 1000-1999: Certificated Personnel Salaries 1 Learning Loss Mitigation Teacher (LUSD has provided funding for this resource for the 2022-2023 academic year)

1.16	All students will receive innovative instruction, such as: TPT, Heggerty, Explode the Code, Rooted in Reading.	All Students	1250 Unrestricted Lottery 4000-4999: Books And Supplies Innovative instructional materials from TPT, Heggerty, Explode the Code, Rooted in Reading.
1.17	Students will use specialized booklets (e.g. Quick Books) to help improve their writing and sight word recognition.	All First through Fourth Grade Students	1400 Unrestricted Lottery 4000-4999: Books And Supplies Quick Books

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

TK: The goal of 75% of students will “know all 29 upper case letters” was NOT met; only 70% of the students met that goal.

K: The goal of 75% of students will “decode CVC words with 80% accuracy” was NOT met; only 70% of the students met that goal.

1st: The goal of 75% of students will “read the sight word list with 80% accuracy” was MET.

2nd: The goal of ALL students will “improve by 30 fluency points” was NOT met; nearly “all” of the students met that goal but not ALL.

3rd: The goal of ALL students will “improve by 100 Lexile points points” or “increase on band”; only 53% of the students improved by 100 points and only 71% of the students increased one band.

4th: The goal of ALL students will “add evidence to their writing” was MET.

5th: The goal of 90% of students will “increase their Lexile level” was MET.

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

As grade-levels reflected throughout the year and also at the end of the year, some strategies were more effective (and increased) while other were found to be less effective (decreased). But, most were found to be effective (and thus used as planned).

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.

Minor changes in the amount that some of the strategies were used; no major changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2025, every student will make significant growth in one (or more) of the following areas (grade-level dependent):

- number identification
- scores on rubrics for word problems
- RIT scores
- quantile scores

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will accelerate academic achievement for all students in all subjects.

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.

From our data-analysis, we found: school-wide, 52% of Lakeview students met or exceeded the standard in Overall English Language Arts on the MAPS assessment. As is every year, our students do better on the CAASPP than they do on the MAPs: the 2023-2024 CAASPP math results indicated that 50% of our students met or exceeded the standard in math. Third grade scores decreased from 61% to 56%. Fourth grade's scores decreased from 57% to 44%. Fifth grade increased their scores from 39% to 49%.

All of that said, while we looked at the MAPS data and the CAASPP data, we realized that we had more "grade-level specific" goals which we were have been tracking throughout the year:

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
By June 2025, using Math Transformations rubric as a performance indicator,	80% of the students will	score a 3 or better on the rubric.
By June 2025, using the CAASPP Assessment as a performance indicator,	the percentage of students in grades 3-5 students who "met or exceeded the standard" will increase school-wide from 50%	to 60%.
TK: By June 2025, using number identification as a performance indicator,	75% of students will	identify the numbers 0-21
K: By June 2025, using word problems as a performance indicator,	80% of students will	comprehend word story problems, use a strategy to solve them, and explain

		their thinking as measured by a 3 on a 3-point Rubric.
1st: By June 2025, using word problems as a performance indicator,	80% of students will	score a 3 on the word problem assessment.
2nd: By June 2025, using word problems as a performance indicator,	80% of students will	show their mathematical thinking by receiving a 3 out of 4 math the District Grade Level Math Rubric.
3rd: By June 2025, using MAPS as a performance indicator,	ALL students will	make 10+ point growth in their RIT scores.
4th: By June 2025, using word problems as a performance indicator,	75% of students will	solve multi-step problems with 80% accuracy, must include: identify math operation(s), show work (diagram, model, label), and explain solutions with reasoning.
5th: By June 2025, using word problems as a performance indicator,	90% of students will	show growth on their math quantile level.

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	A&C release time. Subs will be provided so that the teachers will have four half-days to plan for math (specifically for the performance task). Teachers will analyze their data and provide reports for families outlining students' areas of strength and areas where improvement is needed. This strategy provides teachers with data to address potential achievement gaps for all students, as well as targeted student groups such as Students with Disabilities, and English Language Learners.	All students	0 Unrestricted Lottery 1000-1999: Certificated Personnel Salaries District provides these subs.
2.4	Teachers will be provided with funds to purchase classroom materials and supplies for the purpose of supporting and maintaining the ongoing instructional program in Math..	All Students	6000 Unrestricted Lottery 4000-4999: Books And Supplies Supplemental Instructional Materials (Other half allocated in Goal #1)
2.7	The school will maintain supplies and office equipment (Printers, Xerox Copiers, Risos, Laminator/Film, Ink/Toner) for the purpose of supporting and maintaining the ongoing instructional program.	All Students	6000 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Office Supplies, Equipment & Maintenance (Other half allocated in Goal #1)
2.8	Teachers will receive a CGI books (cognitive guided instruction), instructional materials, and workshops. Additionally, an instructor from SDSU will lead six hour-long professional development sessions. This will foster class discussions and deeper understanding of math concepts.	All Students	14800 LCFF Base 4000-4999: Books And Supplies CGI Books

2.9	Teachers in grades 1-5 will use norm-referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.	All Students	0 4000-4999: Books And Supplies *LUSD has provided funding for this resource for the 2022-2023 academic year 0
2.10	Teachers will use the California ELD Standards Companion as a resource for providing access to the Common Core State Standards in Math. Teachers will utilize this resource during weekly PLC planning meetings.	English Language Learners	0 California ELD Standards Companion purchased in 20-21
2.11	English Learners will utilize the research-based application "Imagine Math" 3 times per week to build problem-solving skills and conceptual understanding in Math. Imagine Math provides language support for English learners while building their academic vocabulary in Math.	English Language Learners	0 4000-4999: Books And Supplies *LUSD has provided funding for this resource for the 2022-2023 academic year
2.12	All students will receive innovative instruction, such as: Magic of Math, Generation Genius, Math Antics, Exemplars Math.	All Students	650 Unrestricted Lottery 4000-4999: Books And Supplies Innovative instructional materials, such as: Magic of Math, Generation Genius, Math Antics, Exemplars Math
2.13	Students will utilize various instructional items (e.g. chart paper, sheet protectors) to improve mathematical reasoning. This allows the teacher to target areas of need and close the achievement gap for all students, as well as targeted student groups such as Students with Disabilities and English Language Learners.	All Students, SWD	1005 LCFF Base 4000-4999: Books And Supplies Specialized items, such as base-10 blocks, unifix cubes, flashcards.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

TK: The goal of 75% of students will “identify the numbers 0-21” was MET.

K: The goal of 80% of students will “demonstrate proficiency across all five math domains with 70% accuracy as measured with ESGI assessments and performance tasks.” was MET.

1st: The goal of 80% of students will “score a 3 on the word problem assessment” was NOT met; only 67% of the students met this goal.

2nd: The goal of 80% of students will “increase one point on a rubric that measures their ability to communicate their reasoning” was MET.

3rd: The goal of 80% students will “have a 10 point growth in their RIT scores” was MET.

4th: The goal of ALL students will “identify math operation(s), show work (diagram, model, label), and explain solutions with reasoning” was MET.

5th: The goal of 90% of students will “show growth on their math quantile” was MET.

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

As grade-levels reflected throughout the year and also at the end of the year, some strategies were more effective (and increased) while other were found to be less effective (decreased). But, most were found to be effective (and thus used as planned).

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.

Minor changes in the amount that some of the strategies were used; no major changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Socio-Emotional Well Being

By June 2025, Lakeview will increase academic motivation from 87% to 90% as measured by the California Healthy Kids Survey.

By June 2025, Lakeview will increase meaningful participation from 41% to 55% as measured by the California Healthy Kids Survey.

By June 2025, Lakeview will decrease chronic absenteeism from 10.9% to 9% (and from 20% to 15% for ELs) as measured by attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Socio-Emotional Well Being

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.

After an in-depth analysis of the 2023-2024 School Climate Report Card from the California Healthy Kids Survey (CHKS), Lakeview staff decided to move on from our goals of school-connectedness and caring relationship; we had been hovering around 80% for each of those two areas for a few years, and decided to put effort into two new goals. We also surveyed the families. The staff and families felt that we should also focus on academic motivation and meaningful participation ... specifically stating "get the students off of the iPads" and more "hands-on activities". Our overall attendance improve to above 96%. That said, for our EL students, we saw an increase in chronic absenteeism from 17.4% to 21.7% (after decreasing from 24% the year prior). While our general improvement was great, we will aim for improvement in the chronic absenteeism with our EL students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2024, the level of academic motivation will increase	from 87% in 2024	to 90% in 2025 as measured by the School Connectedness Category in the California Healthy Kids Survey.
By June 2024, the level of meaningful participation will increase	from 41% in 2024	to 55% in 2025 as measured by the School Connectedness Category in the California Healthy Kids Survey.
By June 2024, Lakeview will decrease chronic absenteeism	from 21.7% for EL students	to 15% for ELs as measured by attendance.

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	Additional playground coverage will be provided daily for Kindergarten students for the purpose of increasing student safety, and assisting students with self-regulation strategies and conflict resolution.	Kindergarten Students	1000 Unrestricted Lottery 2000-2999: Classified Personnel Salaries Kindergarten Playground Coverage
3.2	Playground Coordinator (extra hours) will assist students with and provide PD for staff in the utilization of self management and conflict resolution strategies. Playground Coordinator will conduct monthly meetings with Campus Student Supervisors for the purpose of ongoing professional development and identification of "hot spots" on the playground, reviewing protocols, discussing positive behavior interventions & supports and strategies for dealing with playground issues.	All Students	1000 Unrestricted Lottery 2000-2999: Classified Personnel Salaries Playground Coordinator Additional Hours 0
3.3	MTSS TOSA will provide PD throughout the year. She will also support teachers as needed with implementing multi-tiered systems of support for the purpose of providing both academic and social-emotional support for students.	All Students	0 1000-1999: Certificated Personnel Salaries MTSSA TOSA to provide support, resources and PD for staff
3.4	The School Counselor will run social skills groups with students 3-4 times/week. Additionally, she will include incentives for attendance.	All Students	2260 Unrestricted Lottery 4000-4999: Books And Supplies Materials and Supplies for Counselor-Run Social Skills Groups
3.5	Release time (during the first few weeks of school) for teachers to plan... focusing on ways to improve the following: fluency, communicating reasoning, connectedness, and attendance (specifically for English Learners).	All students (with a focus on English Learners).	2700 LCFF Base 1000-1999: Certificated Personnel Salaries To pay for subs to release grade-levels to plan together (during the first few weeks of school).
3.6	KidWatch Meetings. Three times per year, teachers will receive 20-30 minutes of release time to review assessment data, set goals and discuss targeted interventions for struggling students. This practice will provide remediation and strategic planning for the purpose of closing the achievement gaps for all students, as well as targeted specific student groups. This year, one of our focuses will be attendance (specifically for English Learners).	All students (with a focus on English Learners)	1500 LCFF Base 1000-1999: Certificated Personnel Salaries KidWatch. Provide substitutes for teachers to meet with MTSS TOSA, counselor, and principal to review assessment data, set goals and collaborate on targeted interventions for struggling students with a focus on attendance

			(specifically for English Learners).
3.7	Teachers will utilize "Orange Folders" as a tool for communicating with families and to aid in the exchange of materials and important documents.	All Students	1050 LCFF Base 0000: Unrestricted Orange Communication Folders
3.8	PBIS lanyards. Each teacher has a lanyard. When they see a student who has displayed good behavior, the student gets to wear the lanyard for the day, gets a card from the office to be sent home, plus the family will receive an email notification from the principal describing their child's good behavior.	All students	
3.9	Teachers in grades 3-5 will utilize Student Planners as a means of enhancing home/school communication, reinforcing student responsibility and teaching essential organizational skills.	All Students	1050 LCFF Base 4000-4999: Books And Supplies Student Planners
3.10	Lakeview will send out weekly parent communications in an effort to increase school connectedness. The purpose of weekly newsletters is to inform parents of evolving policies and procedures, communicating important events and sending out reminders.	All Students/Families	
3.11	Students need to be engaged in physical activity for better mental health, and connectedness with classmates. Likewise, being engaged (and having their teachers as coaches) at the Junior Olympics creates a connectedness to the school. Lastly, the Festival of the Arts is another endeavor that creates connectedness between the students, the families, and the school.	All Students	535 LCFF Base 0001-0999: Unrestricted: Locally Defined PE equipment

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Visual and Performing Arts

By June of 2025, every student at Lakeview will have received 30 minutes per week (for at least 28 weeks) of visual and performing instruction

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Visual and Performing Arts

Identified Need

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

Students have experienced little music instruction while at Lakeview.

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
By June 2025, the number of weeks that the students receive music instruction will increase	from 0 weeks in 2024	to a minimum of 28 weeks in 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	A certificated teacher will be hired to provide music instruction (and some visual arts instruction) to every student at Lakeview.	All Students	107929 Prop 28 1000-1999: Certificated Personnel Salaries certificated music (and art) teacher
4.3	Music (and art) programs, supplies, and materials.	All Students	26982 Prop 28 4000-4999: Books And Supplies music (and art) programs, supplies, and materials

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,191.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$37,640.00
Prop 28	\$134,911.00
Unrestricted Lottery	\$37,640.00

Subtotal of state or local funds included for this school: \$210,191.00

Total of federal, state, and/or local funds for this school: \$210,191.00

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
Prop 28	75,152.00	-59,759.00
Title I Parent Involvement		
Unrestricted Lottery	37,640.00	0.00
LCFF Base	37,640.00	0.00
LCFF Supplemental	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	37,640.00
Prop 28	134,911.00
Unrestricted Lottery	37,640.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,050.00
0001-0999: Unrestricted: Locally Defined	535.00
1000-1999: Certificated Personnel Salaries	127,129.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	73,477.00
5000-5999: Services And Other Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00

0000: Unrestricted	LCFF Base	1,050.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	535.00
1000-1999: Certificated Personnel Salaries	LCFF Base	19,200.00
4000-4999: Books And Supplies	LCFF Base	16,855.00
1000-1999: Certificated Personnel Salaries	Prop 28	107,929.00
4000-4999: Books And Supplies	Prop 28	26,982.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	0.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	2,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	29,640.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,730.00
Goal 2	28,455.00
Goal 3	11,095.00
Goal 4	134,911.00

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
- 0 Secondary Students

Name of Members	Role
Tiger Rowan	Principal
Jackie Siragusa	Other School Staff
Cincy Hilliker	Classroom Teacher
Amanda Elson	Classroom Teacher
Tamara Drake-Connolly	Classroom Teacher
Julie Alon	Parent or Community Member
Janette Anderson	Parent or Community Member
Kristin Caudillo	Parent or Community Member
Kaleigh Shea	Parent or Community Member
Mike Spadafino	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/20/2024.

Attested:



Principal, Tiger Rowan on 6/20/2024

SSC Chairperson, Julie Alon on 6/20/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemon Crest Elementary School	37681896110092	05/16/24	

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 Lemon Crest Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Lemon Crest Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds and CSI funds). Lemon Crest's school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and Instructional Leadership team (ILT). School goals are also aligned with input from staff and parents/caregivers who completed the Needs Assessments Surveys, given in May 2024. The Lemon Crest SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Educational Partner Involvement

How, when, and with whom did Lemon Crest 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

At Lemon Crest we used multiple measures to gather input from all stakeholders to develop the 2024-2025 SPSA. At Lemon Crest, the School Site Council requests annual recommendations from parents/caregivers, the School Site Council, English Learner Advisory Council, the Instructional Leadership Team, teachers and staff, students. Throughout the year, the leadership team presents updates to the SSC and ELAC as agenda items. Updates including student academic achievement, school climate, attendance, and parent concerns are provided to parent groups for monitoring and feedback. Adjustments to outlined strategies and activities are modified to best meet the goals established.

On September 22, 2023, all LUSD teachers participated in a professional development day, which included a site opportunity to review school goals and analyze data. Lemon Crest Staff reviewed the previous year's Illuminate discipline data, attendance data, literacy data and math data. General Education teachers examined grade level specific data, and Special Education and support staff worked together to look through the lens of students with disabilities. During this time we examined current systems to see what strategies were effective, and strategies that were not. Staff discussed both effective and ineffective strategies that had been put into place during the previous school year. From those discussions, we reviewed our current goals, areas of strengths and needs, and new assessment tools to be used to measure student achievement during the 2024-2025 school year. On May 24, 2024, Lemon Crest teachers came together again to reflect on goals and make recommendations for changes to the 2024-2025 SPSA.

Each year, we give students a You Belong Survey and the SRSS to determine social-emotional needs. Last year, the CHKS was administered as a tool to measure social emotional well being on our campus. This survey is given to students so that their voice and concerns are heard. The results of this survey showed growth from the previous school year. Student results overwhelmingly showed that they felt safe and cared about at Lemon Crest. During the Spring of 2024, teachers checked in with each student in order to ask them to identify a trusted adult as part of our work to foster a sense of belonging and safety.

In October 2023, our SSC completed an SPSA awareness survey which included their understanding of the document, their role in creating the SPSA, and a needs assessment component. When completing the survey, they analyzed multiple sources of data, and were asked for input about effective and ineffective strategies, current barriers to student achievement, as well as new systems that would be beneficial to meet the needs of all students. In October 2023, our ELAC discussed the specific needs of our EL population, and brainstormed strategies to best serve our English learner population.

At the May SSC meeting, we reviewed our progress on goals and discussed how we could use our restricted and unrestricted funds to support the needs of our school community. Parent support, behavioral interventions, and

academic support were flagged as the areas of greatest need for 2024-2025, which will be a continued focus from 2023-2024.

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.

Lemon Crest is a unique school supporting 7 grade levels and approximately 450 students. We are funded with Title 1, LCFF, Unrestricted funds and limited donations for our programs. We strive to celebrate community, diversity, and discovery at Lemon Crest by leaning into our school-wide expectation of ROAR: Respect, On Task, Always Safe and Responsible. We continue working towards fostering a sense of belonging for all students at Lemon Crest.

As we analyzed our Resource Inequities, the SSC and ELAC highlight the need to build capacity and fully implement effectively:

A complete and highly effective Multi-Tiered System of Support including:

- Support in Tier I (academics, attendance, and social-emotional/behavior) for ALL students
- Support in Tier II for SOME students (academics, attendance, and social-emotional/behavior)
- Support in Tier III for FEW students (academics, attendance, and social-emotional/behavior)

Coaching/mentoring for teachers and instructional aides who support our SED, SPED, EL student groups

Teacher training and implementation support for LC signature programs:

- Expeditionary Learning as our adopted literacy curriculum

Concern with limited staffing capacity to support populations with higher needs, including Special Education, to include:

- 1 Principal
- .5 FTE MTSS TOSA (shared)
- 1.5 FTE Psychologist
- 1 FTE Counselor
- 1 FTE Health & Attendance Clerk
- 0.5 FTE librarian
- 2 FTE RSP teachers
- 1 FTE LLM interventionist

Concern with need to promote and engage families to increase community participation and involvement.

- need to continue build PTA; increase board and membership
- need to build consistent support for English Learners
- need to build a collective effort to support parents of students in Special Education

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.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lemon Crest 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	0.21%	0%	0.22%	1	0	1
African American	2.52%	2.22%	2.64%	12	11	12
Asian	1.26%	1.41%	1.54%	6	7	7
Filipino	1.05%	1.21%	1.10%	5	6	5
Hispanic/Latino	39.62%	42.94%	40.44%	189	213	184
Pacific Islander	0.42%	0.4%	0.44%	2	2	2
White	48.64%	45.77%	46.59%	232	227	212
Multiple	6.29%	6.05%	7.03%	30	30	32
Total Enrollment				477	496	455

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	73	116	66
Grade 1	69	73	71
Grade 2	79	68	74
Grade3	83	80	72
Grade 4	84	81	74
Grade 5	89	78	75
Total Enrollment	477	496	455

Conclusions based on this data:

1. The two largest student populations are white and Hispanic.
2. Our kindergarten enrollment has significantly increased.
3. All grade levels are close in size; overall enrollment has held relatively steady.

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	86	90	76	15.9%	18.0%	16.7%
Fluent English Proficient (FEP)	19	18	26	4.1%	4.0%	5.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. English Learners make up 18% of Lemon Crest's student population.
2. Fluent English Proficiency is at 3.6%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	77	76	0	76	75	0	76	75	0.0	98.7	98.7
Grade 4	84	74	74	0	70	73	0	70	73	0.0	94.6	98.6
Grade 5	78	85	75	0	83	74	0	83	73	0.0	97.6	98.7
All Grades	236	236	225	0	229	222	0	229	221	0.0	97.0	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2369.		18.42	12.00		13.16	13.33		26.32	28.00		42.11	46.67
Grade 4		2411.	2432.		7.14	15.07		18.57	21.92		28.57	21.92		45.71	41.10
Grade 5		2487.	2462.		13.25	12.33		34.94	21.92		19.28	23.29		32.53	42.47
All Grades	N/A	N/A	N/A		13.10	13.12		22.71	19.00		24.45	24.43		39.74	43.44

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.89	5.33		69.74	61.33		22.37	33.33
Grade 4		10.00	13.70		65.71	58.90		24.29	27.40
Grade 5		9.64	8.22		71.08	64.38		19.28	27.40
All Grades		9.17	9.05		69.00	61.54		21.83	29.41

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.58	8.00		47.37	45.33		46.05	46.67
Grade 4		7.14	8.22		45.71	54.79		47.14	36.99
Grade 5		8.43	15.07		54.22	60.27		37.35	24.66
All Grades		7.42	10.41		49.34	53.39		43.23	36.20

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.84	8.00		71.05	70.67		17.11	21.33
Grade 4		10.00	4.11		70.00	79.45		20.00	16.44
Grade 5		13.25	12.33		74.70	71.23		12.05	16.44
All Grades		11.79	8.14		72.05	73.76		16.16	18.10

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.16	9.33		61.84	61.33		25.00	29.33
Grade 4		2.86	10.96		75.71	58.90		21.43	30.14
Grade 5		16.87	8.22		67.47	58.90		15.66	32.88
All Grades		11.35	9.50		68.12	59.73		20.52	30.77

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Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	77	76	0	76	75	0	76	75	0.0	98.7	98.7
Grade 4	84	74	74	0	70	72	0	70	72	0.0	94.6	97.3
Grade 5	78	85	75	0	83	74	0	83	74	0.0	97.6	98.7
All Grades	236	236	225	0	229	221	0	229	221	0.0	97.0	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2391.		15.79	6.67		23.68	28.00		23.68	22.67		36.84	42.67
Grade 4		2422.	2437.		4.29	11.11		15.71	15.28		32.86	43.06		47.14	30.56
Grade 5		2469.	2445.		10.84	5.41		12.05	8.11		38.55	29.73		38.55	56.76
All Grades	N/A	N/A	N/A		10.48	7.69		17.03	17.19		31.88	31.67		40.61	43.44

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.74	12.00		42.11	46.67		38.16	41.33
Grade 4		7.14	9.72		41.43	47.22		51.43	43.06
Grade 5		13.25	5.41		44.58	40.54		42.17	54.05
All Grades		13.54	9.05		42.79	44.80		43.67	46.15

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.11	12.00		46.05	44.00		36.84	44.00
Grade 4		5.71	15.28		52.86	51.39		41.43	33.33
Grade 5		8.43	2.70		59.04	58.11		32.53	39.19
All Grades		10.48	9.95		52.84	51.13		36.68	38.91

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.16	5.33		65.79	62.67		21.05	32.00
Grade 4		1.43	13.89		67.14	56.94		31.43	29.17
Grade 5		3.61	2.70		65.06	72.97		31.33	24.32
All Grades		6.11	7.24		65.94	64.25		27.95	28.51

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Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1449.2	1505.4	*	1467.1	1505.4	*	1407.0	1504.9	6	23	19
1	*	*	1463.5	*	*	1487.0	*	*	1439.5	9	5	17
2	1470.4	1479.5	*	1486.2	1497.5	*	1454.1	1460.5	*	18	11	5
3	1474.4	1497.5	1486.2	1482.0	1520.3	1504.2	1466.2	1473.9	1467.7	21	16	12
4	1511.5	1513.6	1501.6	1510.0	1535.6	1521.4	1512.6	1490.8	1481.6	12	23	15
5	1516.0	*	1533.8	1507.0	*	1554.2	1524.6	*	1512.9	11	7	22
All Grades										77	85	90

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	43.48	57.89	*	8.70	15.79	*	26.09	15.79	*	21.74	10.53	*	23	19
1	*	*	29.41	*	*	35.29	*	*	17.65	*	*	17.65	*	*	17
2	5.56	9.09	*	44.44	54.55	*	44.44	27.27	*	5.56	9.09	*	18	11	*
3	4.76	12.50	8.33	42.86	43.75	33.33	38.10	37.50	41.67	14.29	6.25	16.67	21	16	12
4	16.67	30.43	13.33	41.67	39.13	33.33	41.67	17.39	46.67	0.00	13.04	6.67	12	23	15
5	0.00	*	31.82	45.45	*	40.91	54.55	*	22.73	0.00	*	4.55	11	*	22
All Grades	5.19	29.41	30.00	41.56	32.94	32.22	41.56	24.71	26.67	11.69	12.94	11.11	77	85	90

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	47.83	52.63	*	17.39	10.53	*	13.04	26.32	*	21.74	10.53	*	23	19
1	*	*	47.06	*	*	29.41	*	*	5.88	*	*	17.65	*	*	17
2	33.33	36.36	*	50.00	45.45	*	16.67	18.18	*	0.00	0.00	*	18	11	*
3	38.10	62.50	50.00	47.62	18.75	25.00	4.76	12.50	25.00	9.52	6.25	0.00	21	16	12
4	41.67	65.22	46.67	50.00	21.74	40.00	8.33	8.70	6.67	0.00	4.35	6.67	12	23	15
5	45.45	*	72.73	27.27	*	22.73	27.27	*	4.55	0.00	*	0.00	11	*	22
All Grades	32.47	55.29	54.44	46.75	24.71	25.56	12.99	10.59	12.22	7.79	9.41	7.78	77	85	90

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.04	36.84	*	21.74	26.32	*	47.83	21.05	*	17.39	15.79	*	23	19
1	*	*	17.65	*	*	29.41	*	*	11.76	*	*	41.18	*	*	17
2	5.56	0.00	*	11.11	27.27	*	55.56	36.36	*	27.78	36.36	*	18	11	*
3	0.00	0.00	0.00	28.57	12.50	25.00	38.10	50.00	16.67	33.33	37.50	58.33	21	16	12
4	0.00	13.04	0.00	33.33	13.04	13.33	58.33	47.83	40.00	8.33	26.09	46.67	12	23	15
5	0.00	*	4.55	18.18	*	22.73	72.73	*	36.36	9.09	*	36.36	11	*	22
All Grades	2.60	9.41	12.22	20.78	17.65	24.44	49.35	45.88	25.56	27.27	27.06	37.78	77	85	90

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	43.48	52.63	*	34.78	36.84	*	21.74	10.53	*	23	19
1	*	*	47.06	*	*	35.29	*	*	17.65	*	*	17
2	22.22	9.09	*	77.78	72.73	*	0.00	18.18	*	18	11	*
3	19.05	25.00	0.00	76.19	56.25	66.67	4.76	18.75	33.33	21	16	12
4	33.33	43.48	20.00	58.33	47.83	73.33	8.33	8.70	6.67	12	23	15
5	9.09	*	27.27	63.64	*	68.18	27.27	*	4.55	11	*	22
All Grades	19.48	35.29	31.11	68.83	49.41	55.56	11.69	15.29	13.33	77	85	90

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	47.83	42.11	*	26.09	36.84	*	26.09	21.05	*	23	19
1	*	*	47.06	*	*	35.29	*	*	17.65	*	*	17
2	33.33	90.91	*	66.67	9.09	*	0.00	0.00	*	18	11	*
3	38.10	75.00	83.33	52.38	18.75	16.67	9.52	6.25	0.00	21	16	12
4	66.67	86.96	73.33	33.33	8.70	20.00	0.00	4.35	6.67	12	23	15
5	72.73	*	90.91	27.27	*	9.09	0.00	*	0.00	11	*	22
All Grades	41.56	74.12	67.78	50.65	15.29	22.22	7.79	10.59	10.00	77	85	90

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	21.74	42.11	*	56.52	47.37	*	21.74	10.53	*	23	19
1	*	*	29.41	*	*	29.41	*	*	41.18	*	*	17
2	11.11	0.00	*	50.00	81.82	*	38.89	18.18	*	18	11	*
3	0.00	0.00	0.00	57.14	62.50	41.67	42.86	37.50	58.33	21	16	12
4	8.33	13.04	0.00	75.00	47.83	40.00	16.67	39.13	60.00	12	23	15
5	9.09	*	13.64	72.73	*	40.91	18.18	*	45.45	11	*	22
All Grades	6.49	11.76	17.78	57.14	58.82	41.11	36.36	29.41	41.11	77	85	90

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	17.39	47.37	*	52.17	36.84	*	30.43	15.79	*	23	19
1	*	*	5.88	*	*	70.59	*	*	23.53	*	*	17
2	5.56	27.27	*	83.33	36.36	*	11.11	36.36	*	18	11	*
3	4.76	6.25	16.67	66.67	68.75	58.33	28.57	25.00	25.00	21	16	12
4	0.00	21.74	6.67	91.67	52.17	60.00	8.33	26.09	33.33	12	23	15
5	0.00	*	9.09	90.91	*	72.73	9.09	*	18.18	11	*	22
All Grades	5.19	16.47	17.78	68.83	57.65	60.00	25.97	25.88	22.22	77	85	90

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

Conclusions based on this data:

1.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	50	18.1	0.6
Total Number of Students enrolled in Lemon Crest Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	90	18.1
Foster Youth	3	0.6
Homeless	2	0.4
Socioeconomically Disadvantaged	248	50
Students with Disabilities	117	23.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.2
Asian	7	1.4
Filipino	6	1.2
Hispanic	213	42.9
Two or More Races	30	6
Pacific Islander	2	0.4
White	227	45.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance






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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Lemon Crest has high levels of chronic absenteeism
2. Academic performance in english language arts and math is low
3. The suspension rate is medium.

School and Student Performance Data

Academic Performance English Language Arts

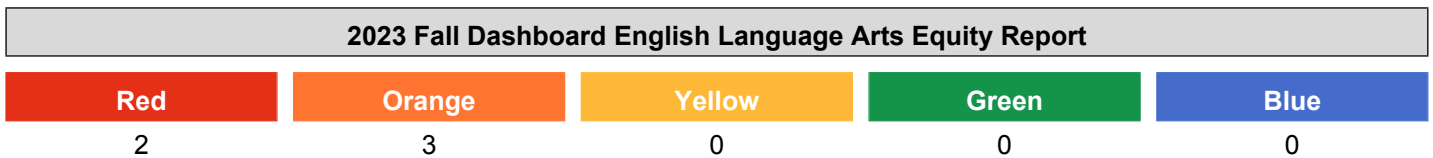
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 43.7 points below standard Decreased -7.5 points 212 Students	English Learners  Red 75.9 points below standard Maintained -2.9 points 54 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 59.5 points below standard Decreased Significantly -18.1 points 125 Students	Students with Disabilities  Red 91.9 points below standard Decreased -9 points 64 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.5 points below standard Maintained -0.1 points 87 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Orange 30.4 points below standard Decreased -11.9 points 105 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.3 points below standard Decreased -7.1 points 43 Students	15.7 points above standard 11 Students	34.2 points below standard Decreased -7.9 points 149 Students

Conclusions based on this data:

1. Performance levels for English learners and students with disabilities is very low.
2. English learners performed significantly lower than English only students.

School and Student Performance Data

Academic Performance Mathematics

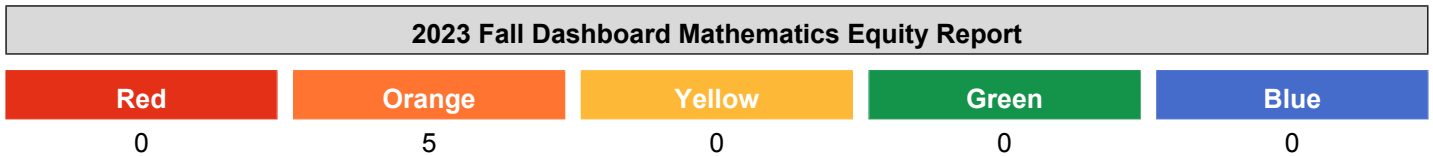
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 54.1 points below standard Decreased -3.5 points 211 Students	<p>English Learners</p>  Orange 85.2 points below standard Decreased -5.7 points 54 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 71.2 points below standard Decreased -14.3 points 125 Students	<p>Students with Disabilities</p>  Orange 95.4 points below standard Increased +3.4 points 63 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.6 points below standard Maintained +2 points 88 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	 Orange 39 points below standard Decreased -6.4 points 103 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.1 points below standard Decreased -14.3 points 43 Students	7.5 points below standard 11 Students	44.9 points below standard Maintained -2.2 points 148 Students

Conclusions based on this data:

1. Performance levels for English learners is low.
2. Performance levels for students with disabilities is very low.
3. English Learners performed significantly lower than English Only students.

School and Student Performance Data

Academic Performance English Learner Progress

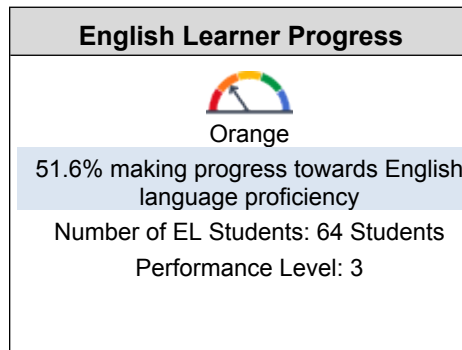
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	19	5	28

Conclusions based on this data:

- Over half of our students are making progress towards English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 23.5% Chronically Absent Increased Significantly 10 532 Students	 Red 23.6% Chronically Absent Increased 8.9 106 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Red 25.3% Chronically Absent Increased Significantly 11 292 Students	 Red 31.6% Chronically Absent Increased Significantly 11.1 152 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>8.3% Chronically Absent</p> <p>Declined -11.7</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>29% Chronically Absent</p> <p>Increased Significantly 12.6</p> <p>231 Students</p>	<p> Red</p> <p>22.6% Chronically Absent</p> <p>Increased 19.6</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Red</p> <p>19.8% Chronically Absent</p> <p>Increased Significantly 8</p> <p>242 Students</p>

Conclusions based on this data:

1. Chronic absenteeism rates are high for most student groups.
2. Students with disabilities are chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

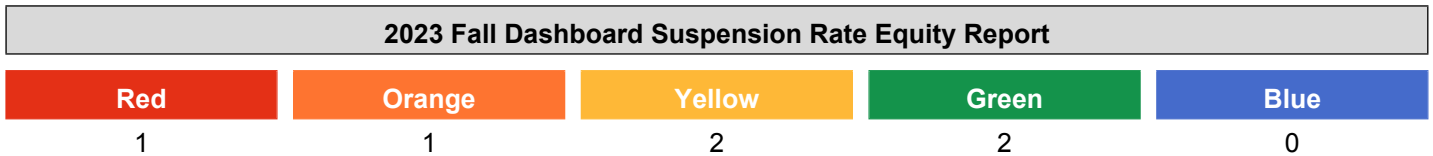
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.2% suspended at least one day</td> </tr> <tr> <td>Maintained 0.2 548 Students</td> </tr> </tbody> </table>	All Students	 Yellow	2.2% suspended at least one day	Maintained 0.2 548 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Maintained 0 106 Students</td> </tr> </tbody> </table>	English Learners	 Green	0.9% suspended at least one day	Maintained 0 106 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 4 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 4 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>2.5% suspended at least one day</p> <p>Maintained -0.2 238 Students</p>	<p> Red</p> <p>6.3% suspended at least one day</p> <p>Increased 6.3 32 Students</p>	<p>Less than 11 Students 2 Students</p>	<p> Yellow</p> <p>1.6% suspended at least one day</p> <p>Maintained -0.2 249 Students</p>

Conclusions based on this data:

1. The number of suspensions at Lemon Crest fell in the Medium range.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts & Math

By June 2025, Lemon Crest Elementary School will implement a culturally responsive Multi-Tiered System of Support (MTSS) to ensure academic growth for all students in English Language Arts, Mathematics, English Language Acquisition, and Special Education. This includes achieving grade-level targets in K-5 DIBELS assessments, meeting individualized growth targets in NWEA Map assessments, increasing the percentage of students meeting/exceeding grade level standards on CAASPP assessments by 5%, increasing reclassification rates by 5%, and reducing the special education referral rate by 3%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement

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.

School-wide, our needs assessment shows that Lemon Crest students struggle in all areas of literacy, including language development, comprehension, fluency, and vocabulary acquisition.

Last year at Lemon Crest, we noticed that our preliminary CAASPP scores showed a significant number of our students not meeting or exceeding the grade level standards. Additionally, our local measures, including NWEA MAP and DIBELS highlighted major gaps between students of socioeconomic disadvantage and those who are not. Additionally, students with disabilities and English learners are significantly outperformed by non-disabled and English proficient peers. As a result, we have collectively decided that in addition to our adopted curriculum, we need to implement a Tiered MTSS for academics that adds in Tier II and Tier III interventions.

Tier 1 (All):

- All classrooms at Lemon Crest will be using the adopted Expeditionary Learning curriculum for Language Arts and Everyday Math for Mathematics.
- We will use data to monitor student progress through the PLC and Kidwatch systems.
- In ELA, Kindergarten and first grade students will focus on phonics and phonemic awareness, and progress will be monitored through DIBELS.
- In ELA, Second through Fifth grade students will work towards greater fluency to impact reading comprehension.
- First best instruction will take place during whole and small group lessons.
- In math, K-5 students will be working on number sense, fluency, and automaticity in alignment with the California state standards.
- All students will have access to high interest multi-cultural books in every classroom
- All students will participate in WINN time, which stands for What I Need Now. This ensures that students get just-in-time intervention and enrichment to support their academic needs.
- All English learners will participate in designated and integrated English Language development.

Tier 2 (Some)

- Some WINN groups will be focused on intervention and remediation.
- Learning Loss Mitigation teachers will provide small group intervention using the research based curriculum SIPPS.
- Teachers will be provided with multiple opportunities throughout the school year to attend professional development, work with grade level and vertical team members to plan ELA and math lessons and units targeting the skills to meet our academic goal, and work with colleagues to analyze data to drive instruction.

Tier 3 (Few)

- Students that need significant extra support will be offered it through the after school tutoring program, Encore (provided by the LUSD LCAP funds)
- Students with disabilities will be provided with a research based intervention to support them in meeting their IEP goals.

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
K-3 DIBELS assessment	Increase the composite levels at (BOY) by a minimum of 10% from: K- 51%, 1- 14%, 2- 55% 3- 55% 4- 5-	(EOY): K- 61% 1- 24% 2- 65% 3- 65% 4- 5-
CAASPP ELA 3rd-5th Grade	Increase the proficiency levels from 2022-2023 by 5% from: 3- 25%	3- 30% 4- 31%

	4- 26% 5- 33%	5- 38%
CAASPP MATH 3rd-5th Grade	Increase the proficiency levels from 2022-2023 by 5% from: 3- 34% 4- 27% 5- 13%	3- 39% 4- 31% 5- 18%
NWEA MAP Math Growth Median Percentile	Increase the growth median percentile in Math from 2022-2023 (EOY) by 5% from: K- n/a 1- n/a 2- % 3- 58% 4- 69% 5- 53%	(EOY 2023-2024) K- 1- 2- 49% 3- 62% 4- 74% 5- 58%
NWEA MAP Reading Growth Median Percentile	Increase the growth median percentile in Reading from 2022-2023 (EOY) by 5% from: K- n/a 1- n/a 2- 40% 3- 37% 4- 49% 5- 46%	(EOY 2023-2024) K- tbd 1- tbd 2- 45% 3- 42% 4- 54% 5- 51%
English Learner Reclassification Rate	Increase reclassification rates by 5% from	to %.
ELPAC Data	We will increase our ELPAC scores by 5% in levels 3, and 4, showing progression in ELD from: 1- 2% 2- 29% 3- 36% 4- 33%	
Special Education Referral Rate	We will decrease our special education referral rate by 3% from 7.7%	to 4.7%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will be provided release time individually, as well as in grade level teams, to analyze data and plan lessons and units that align with our school goals in ELA and MATH.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitutes 2500 Title I

			1000-1999: Certificated Personnel Salaries Instructional Leadership Team
1.2	English Learners, Hispanic, and socio-economically disadvantaged students will use the support programs Imagine Learning and Achieve 3000 to build English vocabulary development, reading comprehension, research, writing, and fluency skills.	English Learners, Hispanic, SED	3201.50 LCFF Base 4000-4999: Books And Supplies Materials support vocabulary acquisition, fluency, and comprehension
1.3	In order to provide more effective designated and integrated ELD, as well as a print rich environment, we will use research based support materials to provide support for language acquisition.	English Learners	2000 Title I 4000-4999: Books And Supplies Materials and Supplies
1.4	Teacher Supply Budget	All Students	11500 Unrestricted Lottery 4000-4999: Books And Supplies Teacher classroom supplies
1.5	The purchase of novels, short chapter books, and expository text sources in both English and Spanish, to support reading, citing information, and vocabulary development through the Expeditionary Learning curriculum. These materials will be purchased so targeted student groups have access to varied reading sources to positively impact student achievement.	EL, SED, Hispanic, Foster Youth	4895.70 Title I 4000-4999: Books And Supplies Informational text and literature 300 LCFF Base 2000-2999: Classified Personnel Salaries extra hours librarian support
1.6	Parent Education Opportunities to academically support all students, with a focus on EL students and students of low SES, as well as forge the home school partnership. These opportunities will be a combination of teacher created seminars and parent professional development, as well as outside organizations and consultants.	All Students	845 Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Engagement 500 LCFF Base 2000-2999: Classified Personnel Salaries extra hours classified staff support
1.7	Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film, Toner) for the purpose of supporting and maintaining the ongoing instructional program.	All Students	5283 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Office equipment 10440 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Copier leases/copies
1.9	Teachers will be released for additional training in Expeditionary Learning.	All Students	3204 LCFF Base 1000-1999: Certificated Personnel Salaries Teacher Release

1.10	Students will enjoy extra classroom materials to support a print rich environment.	Students with Disabilities	958.30 Title I 4000-4999: Books And Supplies Literacy cards and non-verbal cues for classroom walls
1.11	Students will engage with the community through performances highlighting their learning and accomplishments; we will purchase a stage to support them in this endeavor.	All Students	10000 LCFF Base 4000-4999: Books And Supplies Stage
1.12			7611.50 LCFF Base 1000-1999: Certificated Personnel Salaries VAPA teacher
1.13	We will purchase Reflex Math for school wide math fact automaticity and fluency.	All Students	3295.00 Title I 4000-4999: Books And Supplies Reflex Math

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Lemon Crest has implemented these strategies during 23-24 to varying degrees of success.

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

Some of the named strategies (ACSA and hiring of VAPA teacher) were not accomplished during 23-24, and therefore removed from the 24-25 SPSA.

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.

These strategies and activities will continue to be used for 24-25 in order to make progress towards our three SPSA goals.

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.

Social-Emotional Wellbeing and Safety

By June 2025, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet By June 2025, Lemon Crest Elementary will implement a culturally responsive Multi-Tiered System of Support (MTSS) to increase student belonging and safety. This will be measured through improvements in California Healthy Kids Survey scores, a decrease of 20% in suspensions and office referrals, and a significant increase of 20% in positive office referrals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Socio-Emotional Well Being and Student Safety

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.

We continue to see the effect of the COVID-19 impact in our students, specifically an increase in behaviors that negatively impact the learning environment. This is partly due to a lack of socialization opportunities during early childhood and trauma experienced in adverse environments. In 2023-2024, we continued to implement Peaceful Playgrounds with our Campus Supervision Staff in order to create opportunities for group games and structured play which students learn team work, following the rules, and good sportsmanship, specifically during one of the less structured times of students' day: recess, lunch and snack time. All classroom teachers held daily Morning Meetings, during which students worked on restorative practices and putting themselves in each other shoes. Although staff implemented Peaceful Playgrounds and Morning Meetings daily, the results were moderately effective. Increase in office referrals for unexpected behaviors leads us to the understanding that we have to continue to work on our school climate and culture.

Last year at Lemon Crest, we noticed an increase in office referrals for negative behaviors. The majority of referrals stem from lagging skills in emotional regulation, peer relationships, and coping skills. As a result, we have collectively decided that in addition to Peaceful Playgrounds and Morning Meeting, we need to strengthen our schoolwide and classroom commitment to the Positive Behavioral Interventions and Supports (PBIS method), as well as utilizing our Multi-Tiered Systems of Support (MTSS). For the 2024-2025 school year, Lemon Crest will be using Second Step as our school-wide Tier 1 SEL program.

Tier I School-Wide Supports (All)

Second Step - TK-5th grade classrooms

Red Ribbon Week

Spirit Sticks

PAWS-itive referrals

Start with Hello Week

Kindness Week

Whole Classroom SEL Lessons

Peaceful Playgrounds

Restorative Practices

KidWatch

Cub Crew

Student Leadership Council

Tier II Supports (Some)

Check in/Check Out

Mediation

Small Group Counseling Supports, including:

- Friendship Group
- New Student Group
- Self Regulation Group
- Conflict Resolution
- Coping Skills

Tier III Supports (Few)

Wellness Together - Outside support services

Psychology Consults

Wrap Around Services through Community Connections

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
Major office referrals	By June 2025, will cut our major office referrals by 50% from 90	to 45.
Suspensions	By June 2025, we will reduce our suspensions from 13	to less than 5.

Positive Referrals	By June 2025, we will increase our positive office referrals from 0	to 200 or more
School Safety (CHKS)	Using the 2023-2024 CHKS survey, the percentage of students feeling safe at school all or most of the time will increase from 69%	to greater than 80%
School Connectedness (CHKS)	Using the 2023-2024 CHKS survey, the percentage of students feeling a sense of connectedness at school all or most of the time will increase from 72%	to greater than 80%
Student Belonging	Using the 2023-2034 Local You Belong Survey, the percentage of students feeling a sense of belonging at school will increase from 70%	to greater than 80%

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	Students will set goals and get special recognitions for achieving them through our Spirit Sticks and PAWS-itive referrals.	All Students	1500 LCFF Base 4000-4999: Books And Supplies Spirit Sticks
2.2	Students will continue to work toward developing social-emotional skills, including empathy towards others and caring deeply, through the implementation of Peaceful Playgrounds. This structured recess system, will decrease physical and verbal aggression by teaching good sportsmanship and conflict resolution skills. The implementation will include ou playground coordinator position.	All Students	17520 Title I 2000-2999: Classified Personnel Salaries CSS for Peaceful Playgrounds 20000 Title I 2000-2999: Classified Personnel Salaries Peaceful Playground Coordinator 1100 Title I 2000-2999: Classified Personnel Salaries Subs for CSS
2.3	Students will continue to work toward building a sense of significance and belonging in and outside of the classroom by continuing to following the principles of Positive Behavioral Interventions and Supports. These foundational skills will continue to shift the current school climate, to one that focuses on respectful interactions, meaningful connections, and caring deeply. The allocation is for materials and books to support PBIS on our campus.	All Students	2000 LCFF Base 4000-4999: Books And Supplies Responsive Classroom Books
2.4	Students will have the opportunity to participate in leadership activities, such as Student Leadership Council, Cub Crew, and other clubs, to increase belonging.	All Students	1500 LCFF Base 4000-4999: Books And Supplies Club Supplies

2.5	Classified instructional aides will receive extra training on supporting our students with disabilities with positive behaviors.	Students with disabilities	1350 LCFF Base 2000-2999: Classified Personnel Salaries Training Hours
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Lemon Crest has implemented these strategies during 23-24 to varying degrees of success.

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

Some of the named strategies (use of and training for Responsive Classroom) were not accomplished during 23-24, and therefore removed from the 24-25 SPSA.

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.

These strategies and activities will continue to be used for 24-25 in order to make progress towards our three SPSA goals.

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.

Attendance

By June of 2025, Lemon Crest will reduce the number of students who are chronically absent from approximately 24% to 15%, and increase the overall positive Average Daily Attendance Rate from approximately 93% to 95%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Attendance

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.

At Lemon Crest, 13.5% of our students were considered chronically absent in 2022. Our students with disabilities group has the highest rate of chronic absenteeism (ADD NUMBER). In order for Lemon Crest students to succeed, we will take a Tiered approach to increasing and improving attendance rates through our MTSS system.

Tier I School-Wide Supports (All)

Attendance Incentives and positive recognition, including:

- Positive and engaging daily Morning Announcements
- Engaging school climate
- Attendance challenges and incentives
- Positive attendance assembly
- Are you here? campaign
- Data monitoring

Tier II Supports (Some)

- Action planning to address barriers
- Daily callouts home for students who are not at school
- Family engagement and education
- Attendance recovery through quarterly Saturday academy
- Home visits
- Mentorship
- Community services support

Tier III Supports (Few)

- Coordinated school and interagency response
- Partnership with local law enforcement

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	By June 2024, we will decrease rates of chronic absenteeism from 13.5%	to less than 8%.
Positive Daily Attendance Rate	By June of 2024, we will increase the ADA of Lemon Crest from 91.4%	to 97%.

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	Students will receive positive recognition for positive and improved attendance.	All Students	500 LCFF Base 4000-4999: Books And Supplies Attendance awards and photos
3.2	Families of students with disabilities will receive outreach and support through our attendance team at school, including home visits and wrap around referrals.	Students with disabilities	500 LCFF Base 2000-2999: Classified Personnel Salaries extra hours for staff outreach 500 LCFF Base 1000-1999: Certificated Personnel Salaries extra hours for staff outreach
3.4	Students will have experiences outside of school, such as Junior Olympics and Saturday School, to continue connecting to school.	All Students	650 LCFF Base 1000-1999: Certificated Personnel Salaries Supervision for student activities
3.8			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Lemon Crest has implemented these strategies during 23-24 to varying degrees of success.

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

There were no major differences between intended implementation and budgeted expenditures.

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.

These strategies and activities will continue to be used for 24-25 in order to make progress towards our three SPSA goals.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,654.00
Total Federal Funds Provided to the School from the LEA for CSI	\$00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$54,269.00
Title I Parent Involvement	\$845.00

Subtotal of additional federal funds included for this school: **\$55,114.00**

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 Base	\$33,317.00
Unrestricted Lottery	\$27,223.00

Subtotal of state or local funds included for this school: **\$60,540.00**

Total of federal, state, and/or local funds for this school: **\$115,654.00**

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
LCFF Base	22,333.00	-10,984.00
Unrestricted Lottery	22,333.00	-4,890.00
Prop 28	61,745.00	61,745.00
Title I	52,330.29	-1,938.71
Title I Parent Involvement	987.00	142.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	33,317.00
Title I	54,269.00
Title I Parent Involvement	845.00
Unrestricted Lottery	27,223.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,465.50
2000-2999: Classified Personnel Salaries	41,270.00
4000-4999: Books And Supplies	41,350.50
5000-5999: Services And Other Operating Expenditures	16,568.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	11,965.50
2000-2999: Classified Personnel Salaries	LCFF Base	2,650.00
4000-4999: Books And Supplies	LCFF Base	18,701.50
1000-1999: Certificated Personnel Salaries	Title I	4,500.00
2000-2999: Classified Personnel Salaries	Title I	38,620.00

4000-4999: Books And Supplies	Title I	11,149.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	845.00
4000-4999: Books And Supplies	Unrestricted Lottery	11,500.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	15,723.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,534.00
Goal 2	44,970.00
Goal 3	2,150.00

School Site Council Membership

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

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

Name of Members	Role
Jennifer Price	Principal
Mike Dawson	Classroom Teacher
Arianna Casas	Classroom Teacher
Corie Flynn	Classroom Teacher
Brandi Whitehurst	Other School Staff
	Parent or Community Member
Crissie Sarff	Parent or Community Member
Amanda Payne	Parent or Community Member
Sonja Johnson	Parent or Community Member
Bethany Kohler	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/14/2023.

Attested:



Principal, Jen Price on 9/14/2023



SSC Chairperson, Amber Schaeffer on 9/14/2023

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



Riverview International Academy

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Elementary School	37-68189-6038384	May 29, 2024	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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 aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month while being developed in order to receive feedback and make needed adjustments. SPSA is reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Educational Partner Involvement

How, when, and with whom did Riverview 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

TK-5 Riverview understands the importance of involving all stakeholders in the process of developing and monitoring its site plan and budget. The school conducted a needs assessment and comprehensive analysis of student performance in conjunction with district-level administration and identified areas of need and growth for school programs.

Based on the survey result and data, the Riverview principal and staff team developed site goals and a budget plan aligned with district areas of focus. The SPSA was then shared and discussed with the site leadership team to ensure alignment with their objectives. The plan was submitted to the School Site Council (SSC) for questions, input, and feedback. The SSC was established through an election process in early September and is comprised of parents, teachers, the principal, and other staff. The SSC meets monthly to review data, enrichment opportunities, intervention supports, and the SPSA and safety plans for alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Parents, staff, and the principal attend meetings and actively participate in the development and oversight process. The School Site Council reviews and approves the SPSA on May 29, 2024.

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.

Riverview does not qualify for Title I funding. While we have a lower percentage of students from low-income households, we still have a substantial number of students who need additional support to meet grade-level standards. Without any additional funds, it is very challenging to meet the intervention needs of our students. We also still have students with behavior and academic needs. Providing adequate support for those students and their classroom teachers is an ongoing challenge. In addition, insufficient funding has resulted in inadequate teacher collaboration time (vertical and horizontal), a limited intervention plan, and insufficient fee-based teacher training and professional development opportunities.

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.

Academic Engagement - Chronic Absenteeism (RED)

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

ELA - Socioeconomically Disadvantaged (ORANGE)

Math - Socioeconomically Disadvantaged (ORANGE)

Chronic Absenteeism - Socioeconomically Disadvantaged (ORANGE) & Students with Disabilities (RED)

Suspension Rate - Students with Disabilities (RED)

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 school conducted a school community survey. The survey revealed a strong demand for strengthening the current enrichment program and providing a challenging program for advanced learners.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Riverview 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	1.31%	1.12%	0.80%	7	6	4
African American	2.05%	1.87%	1.60%	11	10	8
Asian	3.73%	3.37%	2.61%	20	18	13
Filipino	0.56%	0.75%	0.60%	3	4	3
Hispanic/Latino	38.62%	41.57%	43.49%	207	222	217
Pacific Islander	0.37%	0.19%	0.20%	2	1	1
White	47.76%	44.19%	42.69%	256	236	213
Multiple	5.60%	6.93%	8.02%	30	37	40
Total Enrollment				536	534	499

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 2	143	132	132
Grade 3	137	141	125
Grade 4	134	131	130
Grade 5	122	130	112
Total Enrollment	536	534	499

Conclusions based on this data:

1. The two primary subgroup of students at Riverview are Hispanic/Latino and White.
2. Our overall 2-5 Grade enrollment has been declining since 19-20
3. Student subgroup percentages have remained stable over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	25	21	22	3.6%	4.7%	4.3%
Fluent English Proficient (FEP)	27	34	47	3.9%	5.0%	9.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Although there has been a growth in the number of English Learners at Riverview, the total number of English Learners is less than 4% of the student population.
2. The number of Fluent English Proficient students has been steadily increasing over the last few years.
3. We have found that the number of RFEP students has been fairly consistent over the course of the years. However, for the year 20-21, the COVID outbreak prevented us from acquiring any data on RFEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	150	135	139	0	133	138	0	133	138	0.0	98.5	99.3
Grade 4	136	133	127	0	133	126	0	133	126	0.0	100.0	99.2
Grade 5	132	119	128	0	115	127	0	115	127	0.0	96.6	99.2
All Grades	418	387	394	0	381	391	0	381	391	0.0	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.	2457.		23.31	39.86		24.06	22.46		27.07	21.01		25.56	16.67
Grade 4		2479.	2473.		26.32	28.57		30.08	19.84		24.81	24.60		18.80	26.98
Grade 5		2522.	2519.		17.39	28.35		40.87	29.13		30.43	18.11		11.30	24.41
All Grades	N/A	N/A	N/A		22.57	32.48		31.23	23.79		27.30	21.23		18.90	22.51

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.79	30.43		63.16	57.25		21.05	12.32
Grade 4		18.05	19.05		72.18	63.49		9.77	17.46
Grade 5		22.61	22.05		70.43	63.78		6.96	14.17
All Grades		18.64	24.04		68.50	61.38		12.86	14.58

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.05	26.09		55.64	55.80		26.32	18.12
Grade 4		19.55	16.67		64.66	60.32		15.79	23.02
Grade 5		13.04	22.83		80.00	62.20		6.96	14.96
All Grades		17.06	21.99		66.14	59.34		16.80	18.67

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.78	16.67		77.44	75.36		9.77	7.97
Grade 4		11.28	10.32		78.20	80.16		10.53	9.52
Grade 5		13.04	20.47		80.87	68.50		6.09	11.02
All Grades		12.34	15.86		78.74	74.68		8.92	9.46

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.29	24.64		65.41	64.49		17.29	10.87
Grade 4		15.04	19.05		74.44	69.84		10.53	11.11
Grade 5		17.39	23.62		73.91	59.06		8.70	17.32
All Grades		16.54	22.51		71.13	64.45		12.34	13.04

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

Conclusions based on this data:

1. In the 2022-2023 school year, 56.27% of students in grades 3-5 met and exceeded ELA standards, marking a 2.47% increase from the previous year.
2. Among all areas of English Language Arts, our students in grades 3-5 exhibit the lowest performance in writing skills.
3. Our students in grades 3-5 demonstrate the highest proficiency in listening skills among all areas of English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	150	135	139	0	133	138	0	133	138	0.0	98.5	99.3
Grade 4	136	133	127	0	133	126	0	133	126	0.0	100.0	99.2
Grade 5	132	119	128	0	115	127	0	115	127	0.0	96.6	99.2
All Grades	418	387	394	0	381	391	0	381	391	0.0	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2445.	2467.		22.56	35.51		35.34	31.88		23.31	22.46		18.80	10.14
Grade 4		2491.	2475.		20.30	18.25		34.59	28.57		32.33	33.33		12.78	19.84
Grade 5		2509.	2507.		13.91	22.05		26.09	20.47		39.13	25.20		20.87	32.28
All Grades	N/A	N/A	N/A		19.16	25.58		32.28	27.11		31.23	26.85		17.32	20.46

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

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.56	39.86		54.14	47.83		20.30	12.32
Grade 4		29.32	23.81		52.63	49.21		18.05	26.98
Grade 5		18.26	25.20		60.00	40.16		21.74	34.65
All Grades		24.67	29.92		55.38	45.78		19.95	24.30

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.34	36.96		47.37	50.00		17.29	13.04
Grade 4		22.56	23.02		66.92	58.73		10.53	18.25
Grade 5		16.52	18.11		64.35	60.63		19.13	21.26
All Grades		25.20	26.34		59.32	56.27		15.49	17.39

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.30	31.88		62.41	60.87		17.29	7.25
Grade 4		23.31	19.05		64.66	54.76		12.03	26.19
Grade 5		14.78	15.75		68.70	66.14		16.52	18.11
All Grades		19.69	22.51		65.09	60.61		15.22	16.88

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

Conclusions based on this data:

1. In the 2022-2023 academic year, 56.27% of students in Grades 3-5 met and exceeded math standards, representing a 4.83% increase from the previous year.
2. Among all Mathematics areas, our students in grades 3-5 exhibit the lowest performance in Concepts & Procedures.
3. Among all Mathematics areas, our students in grades 3-5 exhibit the highest performance 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/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	10	7	5
3	*	*	*	*	*	*	*	*	*	*	7	5
4	*	*	*	*	*	*	*	*	*	*	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										17	17	17

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	5.88	11.76	47.06	41.18	58.82	11.76	52.94	23.53	0.00	0.00	5.88	17	17	17

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.47	52.94	58.82	17.65	47.06	29.41	5.88	0.00	11.76	0.00	0.00	0.00	17	17	17

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	0.00	0.00	64.71	5.88	17.65	23.53	64.71	47.06	5.88	29.41	35.29	17	17	17

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.94	23.53	11.76	47.06	70.59	82.35	0.00	5.88	5.88	17	17	17	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.47	81.25	82.35	23.53	18.75	17.65	0.00	0.00	0.00	17	16	17

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.41	5.88	0.00	64.71	70.59	41.18	5.88	23.53	58.82	17	17	17

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	0.00	5.88	88.24	70.59	82.35	5.88	29.41	11.76	17	17	17

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

Conclusions based on this data:

1. The total number of English learner students in grades 2-5 has remained consistent from 2020-21 to 2022-23.
2. There is a 5.88% increase in level 4 in overall ELPAC performance as compared to 21-22 and 22-23 data.
3. There is a 5.88% increase in the writing domain from 2021-22 to 2022-23.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
534	21.3	3.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Riverview 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	3.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	114	21.3
Students with Disabilities	42	7.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9
American Indian	6	1.1
Asian	18	3.4
Filipino	4	0.7
Hispanic	222	41.6
Two or More Races	37	6.9
Pacific Islander	1	0.2
White	236	44.2

Conclusions based on this data:

1. In the academic year 2022-2023, our total enrollment remains relatively stable at approximately 534 students.
2. 21.3 percent of our students are considered socioeconomically disadvantaged.
3. Our largest subgroup of students consists of 44.2% White students, followed by 41.6% Hispanic students.

School and Student Performance Data

Overall Performance





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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. The 2023 Fall Dashboard indicates that all students performed well in both ELA and Math, with green ratings across the board.
2. A moderate suspension rate is noted at a yellow rating.
3. The chronic absenteeism rate is rated as red.

School and Student Performance Data

Academic Performance English Language Arts

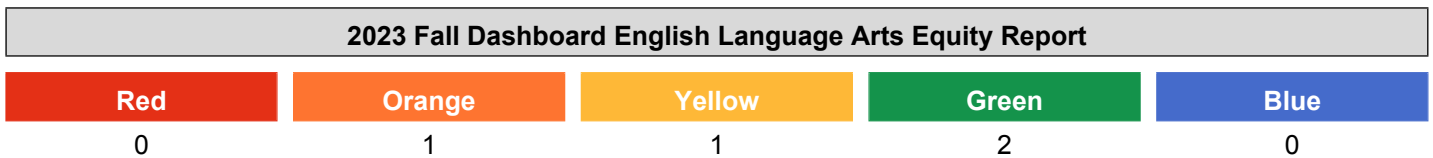
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 14.8 points above standard Increased +11.1 points 390 Students	English Learners 41.1 points below standard Increased +4.9 points 21 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 7.4 points below standard Maintained +1.4 points 84 Students	Students with Disabilities  Yellow 39.9 points below standard Increased Significantly +22.1 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 5 Students	7.2 points below standard Decreased Significantly - 27.9 points 16 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.4 points above standard Increased +10.7 points 156 Students	41.1 points above standard Increased Significantly +29.4 points 28 Students	Less than 11 Students 1 Student	 Green 22.6 points above standard Increased +12.7 points 174 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.8 points below standard 12 Students	Less than 11 Students 9 Students	17.6 points above standard Increased +11.6 points 352 Students

Conclusions based on this data:

1. The data shows an overall 11.1-point increase in ELA for our students.
2. Our students with disabilities achieved a score 39.9 points below the standard in ELA, but they demonstrated a remarkable improvement of 22.1 points compared to the previous year.
3. Our students from disadvantaged socioeconomic backgrounds scored 7.4 points below the standard in ELA, but exhibited a 1.4-point improvement compared to the previous year.

School and Student Performance Data

Academic Performance Mathematics

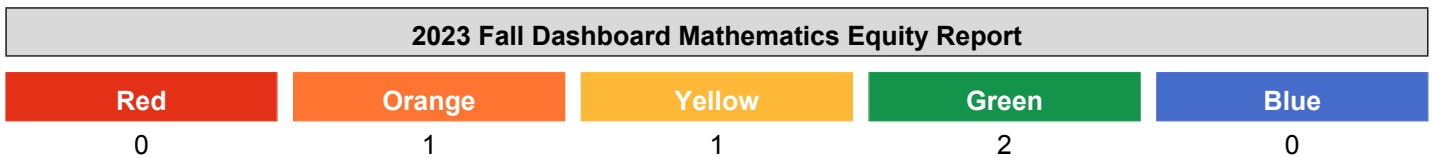
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 1.4 points above standard Maintained +1.5 points 390 Students	English Learners 55.2 points below standard Decreased -10.2 points 21 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 35.1 points below standard Decreased Significantly -15.6 points 84 Students	Students with Disabilities Yellow 31.2 points below standard Increased Significantly +17.9 points 35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 5 Students	2.1 points below standard Decreased Significantly - 15.1 points 16 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.9 points below standard Increased +3.3 points 156 Students	23.1 points above standard Increased Significantly +15.9 points 28 Students	Less than 11 Students 1 Student	 Green 10.9 points above standard Maintained +1.4 points 174 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.8 points below standard 12 Students	Less than 11 Students 9 Students	4.3 points above standard Maintained +2.2 points 352 Students

Conclusions based on this data:

1. Our data shows that our students have exceeded the standard by 1.4 points in Mathematics.
2. Our students with disabilities scored 31.2 points below the standard in ELA, but we are happy to report a 17.9-point increase.
3. Our students from low socio-economic backgrounds scored 35.1 points below the Math standard, marking a 15.6 decrease from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
35.3% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	7	0	6

Conclusions based on this data:

1. Our English Language (EL) students have made progress towards English language proficiency, exceeding the standard by 35.3 points.
2. 7% of EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H.
3. 6% of EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

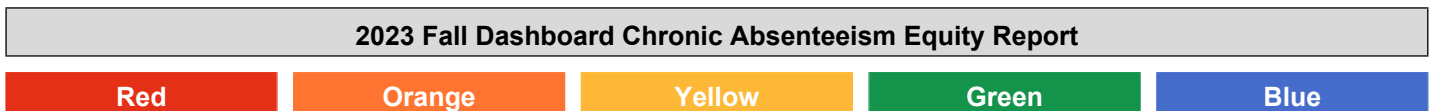
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 12.3% Chronically Absent Increased Significantly 6.2 536 Students	English Learners 19% Chronically Absent Increased 7 21 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 17.2% Chronically Absent Increased 7.6 128 Students	Students with Disabilities Red 23.1% Chronically Absent Increased 14.2 52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 6 Students	0% Chronically Absent Declined -5 18 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 13.4% Chronically Absent Increased Significantly 7.7 224 Students	 Orange 13.5% Chronically Absent Increased 10.3 37 Students	Less than 11 Students 1 Student	 Red 12.7% Chronically Absent Increased Significantly 6.5 236 Students

Conclusions based on this data:

1. We have seen a significant 12.3% increase in chronic absenteeism, marking a notable 6.2-point rise overall.
2. Our students with disability group had the highest rate of chronic absenteeism, with 23.1% of students being chronically absent.
3. Our students of two or more races had the highest rate of chronic absenteeism, with 13.5% being chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

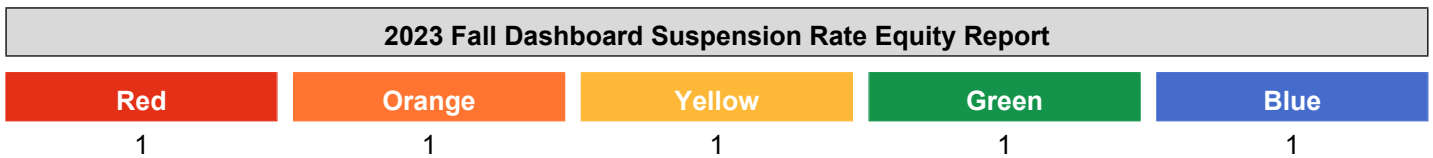
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 1.9% suspended at least one day Maintained 0.2 540 Students	English Learners 0% suspended at least one day Maintained 0 21 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 1.6% suspended at least one day Maintained 0.1 129 Students	Students with Disabilities Red 11.5% suspended at least one day Increased 11.5 52 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 6 Students	0% suspended at least one day Maintained 0 18 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9% suspended at least one day Maintained 0 225 Students	 Blue 0% suspended at least one day Maintained 0 37 Students	Less than 11 Students 1 Student	 Orange 2.9% suspended at least one day Increased 0.6 239 Students

Conclusions based on this data:

1. We have very small numbers of students who are suspended from school. However, depending on unsafe student behaviors, students are occasionally suspended.
2. Our students with disabilities experienced an 11.5% increase in suspensions, categorizing this group as high risk.
3. Our white students have a suspension rate of 2.9%, which is a 0.6% increase.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement - English Language Arts

By Spring 2025, all RIA students, especially those with disabilities, from socio-economically disadvantaged backgrounds, and English learners, will show measurable growth in English Language Arts. This will be measured using NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. Our goal is for at least 65% of students to meet or exceed expectations in the CAASPP ELA assessment. (The 2023-24 CAASPP ELA data shows that on average, around 60% of students met or exceeded expectations.)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

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.

Based on the 2024 CAASPP ELA, 40% of students have not yet met standards. Additionally, both our English Learners (EL) and Students with Disabilities (SWD) groups are significantly below the standards. This means that we need to prioritize targeted support and interventions for these groups in order to close the achievement gap.

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
School-Wide CAASPP ELA Data	2023-24 CAASPP ELA, 63% of students met or exceeded standard	By Spring of 2025, 65% of students will meet or exceed standard in CAASPP ELA
Grade 2 NWEA ELA Data	Spring 2024 NWEA MAP Reading, 46% of 2nd Grade students performed over 61 percentile	By Spring of 2025 NWEA MAP, 50% of 2nd grade students will perform over 61 percentile
Grade 3 CAASPP ELA Data	2023-24 CAASPP ELA, 63% of 3rd Grade students met and exceeded standard	By Spring of 2025, 65% of 3rd grade students will meet or exceed standard in CAASPP ELA
Grade 4 CAASPP ELA Data	2023-24 CAASPP ELA, 65% of 4th Grade students met and exceeded standard	By Spring of 2025, 65% of 4th grade students will meet or exceed standard in CAASPP ELA
Grade 5 CAASPP ELA Data	2023-24 CAASPP ELA, 63% of 5th Grade students met and exceeded standard	By Spring of 2025, 65% of 5th grade students will meet or exceed standard in CAASPP ELA

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>Clarity for Learning</p> <p>At RIA, our teachers will ensure Clarity for Learning by using a comprehensive approach to guide students effectively and enhance their success. They will make learning intentions and success criteria accessible, craft clear "I can" statements, and create opportunities for formative assessments to provide effective feedback. This approach will foster collaboration, transparency, and empower students to achieve their full potential.</p>	All students	<p>6807.5 LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION & DATA ANALYSIS RELEASE TIME (Goal 1/2)</p>
1.2	<p>Increase Student Engagement</p> <p>Teachers will ask questions to deepen student understanding, assist students in assessing their thinking, and provide opportunities for students to take ownership of their learning. Teachers will capitalize on students' strengths, set expectations, and provide support to enhance student engagement. Student talk will be predominantly student-to-student, reflect discipline-specific knowledge, and involve providing evidence and expanding on ideas.</p>	All Students	<p>9875 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures STUDENT SUPPLIES & OPERATIONAL EXPENSES (Goal 1/2/3/4/5)</p>
1.3	<p>Utilize PLC and PD for continuous support and improvement for teachers.</p> <p>RIA will implement a PLC system where educators collaborate and share knowledge through regular meetings, workshops, or online platforms. The school will provide ongoing professional development opportunities, including workshops, conferences, webinars, and online courses. We will encourage peer-to-peer mentoring to exchange ideas and best practices and conduct regular walkthroughs and feedback sessions to evaluate teacher performance.</p>	All students	<p>2000 Unrestricted Lottery 1000-1999: Certificated Personnel Salaries (SBA) Coaching Day Sub Release</p>
1.5	<p>Reading/Writing Intervention</p> <p>RIA will implement effective interventions for student support to ensure every learner succeeds. We will utilize in-class intervention strategies, providing additional support directly within the classroom environment. Support staff will be deployed to assist with targeted interventions during regular class time. We will adopt the grade-level WINN (What I Need Now) model to provide</p>	Students who qualified for additional Tier 2 instruction. Including students groups: SWD, SED and EL	

	dedicated, personalized learning opportunities tailored to individual student needs. We will integrate Imagine Learning and Achieve 3000 supplemental reading programs to further bolster these efforts. Regular monitoring and assessment of student progress will be crucial. We will use data from Imagine Learning's programs to track progress and adjust interventions as necessary, ensuring that each student receives the support they need to thrive.		
1.7			
1.8			
1.10			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Achievement - Mathematics

By Spring 2025, all RIA students, particularly our Students with Disabilities (SWD), Socio-Economically Disadvantaged (SED) and English Learner (EL) student populations, will demonstrate measurable growth in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. At least 60% of students will meet or exceed in the CAASPP ELA assessment. (2021-22 ELA data shows 51.44% of students met or exceeded)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

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.

Based on the 2024 CAASPP Math, 47% of students have not yet met standards. Additionally, both our English Learners (EL) and Students with Disabilities (SWD) groups are significantly below the standards. This means that we need to prioritize targeted support and interventions for these groups in order to close the achievement gap.

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
School-Wide CAASPP Math Data	2023-24 CAASPP Math, 63% of students met or exceeded standard. Overall 3.6 points above standard	By Spring of 2025, 65% of students will meet or exceed standard in CAASPP Math
Grade 2 NWEA Math Data	Spring 2024 NWEA MAP Math, 61% of 2nd Grade students performed over 61 percentile	By Spring of 2025 NWEA MAP, 65% of 2nd grade students will perform over 61 percentile
Grade 3 CAASPP Math Data	2023-24 CAASPP Math, 60% of 3rd Grade students met and exceeded standard	By Spring of 2025, 65% of 3rd grade students will meet or exceed standard in CAASPP Math
Grade 4 CAASPP Math Data	2023-24 CAASPP Math, 63% of 4th Grade students met and exceeded standard	By Spring of 2025, 65% of 4th grade students will meet or exceed standard in CAASPP Math
Grade 5 CAASPP Math Data	2023-24 CAASPP Math, 36% of 5th Grade students met and exceeded standard	By Spring of 2025, 58% of 5th grade students will meet or exceed standard in CAASPP Math

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Clarity for Learning</p> <p>At RIA, our teachers will ensure Clarity for Learning by using a comprehensive approach to guide students effectively and enhance their success. They will make learning intentions and success criteria accessible, craft clear "I can" statements, and create opportunities for formative assessments to provide effective feedback. This approach will foster collaboration, transparency, and empower students to achieve their full potential.</p>	All students	<p>6807.5 LCFF Base 1000-1999: Certificated Personnel Salaries TEACHER COLLABORATION & DATA ANALYSIS RELEASE TIME (Goal 1/2)</p>
2.2	<p>Increase Student Engagement</p> <p>Teachers will ask questions to deepen student understanding, assist students in assessing their thinking, and provide opportunities for students to take ownership of their learning. Teachers will capitalize on students' strengths, set expectations, and provide support to enhance student engagement. Student talk will be predominantly student-to-student, reflect discipline-specific knowledge, and involve providing evidence and expanding on ideas.</p>	All students	<p>9875 Unrestricted Lottery 4000-4999: Books And Supplies STUDENT SUPPLIES & OPERATIONAL EXPENSES (Goal 1/2/3/4/5)</p>
2.3	<p>Utilize PLC and PD for continuous support and improvement for teachers</p> <p>RIA will implement a PLC system where educators collaborate and share knowledge through regular meetings, workshops, or online platforms. The school will provide ongoing professional development opportunities, including workshops, conferences, webinars, and online courses. We will encourage peer-to-peer mentoring to exchange ideas and best practices and conduct regular walkthroughs and feedback sessions to evaluate teacher performance.</p>	All students	<p>2000 Unrestricted Lottery 1000-1999: Certificated Personnel Salaries (SBA) Coaching Day Sub Release</p>
2.4	<p>Math Intervention</p> <p>RIA will implement effective interventions for student support to ensure every learner succeeds. We will utilize in-class intervention strategies, providing additional support directly within the classroom environment. Support staff will be deployed to assist with targeted interventions</p>	Students who qualified for additional Tier 2 instruction. Including students groups: SWD, SED and EL	<p>3691 LCFF Base 4000-4999: Books And Supplies Online program and Intervention Material</p>

	<p>during regular class time. We will adopt the grade-level WINN (What I Need Now) model to provide dedicated, personalized learning opportunities tailored to individual student needs.</p> <p>We will integrate Imagine Learning's supplemental math programs to further bolster these efforts. Regular monitoring and assessment of student progress will be crucial. We will use data from Imagine Learning's programs to track progress and adjust interventions as necessary, ensuring that each student receives the support they need to thrive.</p>		
2.5	<p>District-wide Math Transformation</p> <p>All teachers will continue participating in Math Transformation. They will unpack the Common Core Math Content Standards and examine the vertical progression of these standards across grades. Teachers will engage in math experiences to deeply understand the content and best practices for student learning. Workshops will be available for specific grade levels or a vertical span of grades and tailored to the site's specific needs. When appropriate, teachers will work with their current textbook.</p>	All students	
2.7			
2.10			
2.11			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Socio-Emotional Health

By Spring 2025, 95% of RIA students will be "Low Risk" in the overall risk area of SEL including external and internal behaviors, using the Spring 2024 SRSS report, (Low-Moderate-High)
(Currently, 90% of RIA students are at Low Risk)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Social-Emotional Wellbeing: Students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Identified Need

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

Overall, 12.3% of our students are chronically absent. Notably, students with disabilities exhibit the highest rate of chronic absenteeism at 23.1%. Additionally, our English Learners group shows a chronic absenteeism rate of 19%. Among our students with disabilities, the suspension rate increased by 11.5%, placing them in the high-risk category.

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
Data from SRSS	90% of RIA students will be "Low Risk" in the overall risk area of SEL, including external and internal behaviors	By Spring of 2025, 95% of RIA students will be "Low Risk" in the overall risk area of SEL, including external and internal behaviors
Attendance Records	2022-23, 12.3% of our students are chronically absent	By Spring of 2025, 8% of our students are chronically absent
Suspension Rate	2022-23, the suspension rate for students with disabilities is 11.5%.	By Spring of 2025, the suspension rate for students with disabilities is 8%.

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	RIA will implement counselor-recommended lessons and morning circles this year to address our students' social-emotional learning needs. Counseling Services for Students (Tier 1, 2 & 3):	All Students	100 LCFF Base 4000-4999: Books And Supplies PBIS Rewards (Goal 3)

	<p>Tier 1: Whole classroom in-person or virtual lessons, including bullying prevention.</p> <p>Tier 2: Small group support.</p> <p>Tier 3: Support for students in crisis, those undergoing threat assessments, self-harm, violent behavior, or disciplinary actions. The counselor will teach replacement behaviors post-disciplinary actions.</p>		
3.2	<p>Weekly Broadcast:</p> <p>RIA will conduct a weekly broadcast featuring thought-provoking and inspirational messages narrated over our school's YouTube channel. This 15-minute daily broadcast will allow the student reps to reach every student and staff member with words of wisdom, uplifting and promoting a more positive and effective school climate.</p>	All Students	<p>1500 LCFF Base 5900: Communications RV Smore Newsletter Subscription</p>
3.3	<p>School-wide PBIS</p> <p>RIA will implement the SW-PBIS framework to create customized school systems that support student outcomes and academic success. We will define, teach, and acknowledge appropriate behavior while correcting inappropriate behavior. Our goal is to create an environment that sets up all students for success, with a focus on teaching social behavior as a skill.</p>	All Students	<p>3804 LCFF Base 2000-2999: Classified Personnel Salaries (CONTRACT Classified) PBIS Playground Coordinator/ Campus Supervisor Lead 4865 Unrestricted Lottery 2000-2999: Classified Personnel Salaries (CONTRACT Classified) PBIS Playground Coordinator/ Campus Supervisor Lead</p>
3.4			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enrichment Opportunities for Students

Based on the RIA needs survey, by the end of the 2025 school year, 80% of families will feel that the school provides meaningful and relevant learning and assignments, an increase from 72% in the previous year. All RIA K-5 students will receive enrichment opportunities in art, music, STEAM lessons, and a third language. Additionally, students will have the opportunity to develop leadership skills, participate in enrichment learning and multicultural events, and engage in community outreach, as measured by student participation data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

The Board continues to support LUSD signature programs that build Student Profile competencies:

Arts and Sciences: Provide opportunities and access for students to excel in the arts and sciences before, during, and after school.

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.

Based on the end-of-year RIA school needs survey, 28% of families currently feel that the school does not provide meaningful and relevant learning assignments.

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
RIA End-of-Year Needs Survey	2024 - 72%	2025 - 80%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Riverview Student Leadership Opportunities The school will prioritize ensuring learning recovery and equity for all students this year. We will offer rigorous education to every student and provide numerous student leadership opportunities. We will empower students to become more involved in their school community through positions such as school ambassadors, student influencers for our school's YouTube channel, and student class	All students	5905 LCFF Base 1000-1999: Certificated Personnel Salaries (EWA) Junior Olympics Non-School Day Supplement (25 hrs) (EWA) Community Outreach & (CNY Events)

	representatives. These roles will enhance their teamwork, public speaking, and problem-solving skills, contributing positively to the overall school community.		(EWA Classified) Morning Breakfast Supervision (35 weeks) RV Sponsored Events (Volunteer Tea; 5th Grade Awards)
4.2	<p>Third Language Foreign Language Experience (FLEX) Program.</p> <p>For grades TK-5, students will participate in one 30-minute session per week.</p> <p>In the Language FLEX program, students will be introduced to the 3rd language and culture and encouraged to pursue further study. The classes will be conducted primarily in the target language with some English. The goal is not fluency but to create enthusiasm for 3rd language learning and provide a foundation for middle school Spanish studies.</p> <p>Our goals for the FLEX program are to:</p> <ul style="list-style-type: none"> • Introduce students to languages and cultures. • Develop limited awareness of language relationships. 	All Students	
4.4	<p>Other Special Program Learning Opportunities</p> <p>The school will provide multicultural learning opportunities through our International Fair. Students will research their assigned countries and present their findings, celebrating different cultures around the world. Each class will study the geography, cuisine, holidays, festivals, clothing, education, sports, and languages of their assigned country. Students will create reference books and use teacher-selected websites to gather information for their reports or projects. They will also utilize Internet resources and library books to deepen their understanding of their assigned countries.</p>	All Students	
4.5	<p>Art, Music & STEAM</p> <p>With Prop 28 funding of close to \$70K for both Winter Gardens and Riverview combined, the school will continue to enhance our educational programs for the next school year. Our RIA Art & Design Team will bring a new depth of creativity, challenge, and complexity to our students' education. The team will work with specific grade levels to engage students with design-thinking projects that intertwine art with STEAM principles. We will continue our partnership with City Heights Music School to offer music learning for our TK-5</p>	All Students	<p>47660 Prop 28 2000-2999: Classified Personnel Salaries Art & Design Team Salaries 10000 Prop 28 5800: Professional/Consulting Services And Operating Expenditures CHMS Music Contract 1915 Prop 28</p>

	<p>students, and our middle school band instructor will provide opportunities for fifth-grade students to learn various band instruments. Our STEAM Room activities and challenges will provide students with the opportunity to experiment, explore, and prototype in a supportive and collaborative environment, promoting critical thinking and problem-solving skills.</p>		<p>4000-4999: Books And Supplies Art & STEAM Room materials and supplies (20% Max)</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Achieving Language Proficiency

By Spring 2025, 85% of the students obtain the 5th grade Biliteracy Attainment Awards as measured by the ACTFL Assessment of Performance toward Proficiency of Languages (AAPPL).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Board continues to support LUSD signature programs that build Student Profile competencies: Multilingualism: Support and maintain multilingual opportunities in our schools.

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.

20% of our 5th-grade students did not meet the criteria to obtain the 5th grade Biliteracy Attainment Awards

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
2nd Grade Spanish - STAMP or AAPPL	n/a	By Spring 2025, 80% of the students met or exceeded the California grade-level language proficiency expectation
2nd Grade Mandarin - STAMP or AAPPL	n/a	By Spring 2025, 80% of the students met or exceeded the California grade-level language proficiency expectation
5th Grade Spanish - STAMP or AAPPL	92% of the students obtain the 5th-grade Biliteracy Attainment Awards	By Spring 2025, 95% of the Spanish Immersion students obtain the 5th grade Biliteracy Attainment Awards
5th Grade Mandarin - STAMP or AAPPL	67% of the students obtain the 5th grade Biliteracy Attainment Awards	By Spring 2025, 75% of the Mandarin Immerison students obtain the 5th grade Biliteracy Attainment Awards

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	The teachers will use the NCSSFL-ACTFL Can-Do Statements to plan students' performance-based learning and help them set their own goals. We will align our program with the California World Language Framework and the STAMP/AAPPL	All students	

Performance Scale. Our students will communicate in three different ways and will be assessed using the Interpretive, Interpersonal, and Presentational Modes of Communication. This approach will guide our curriculum goals and strategies, ensuring that students can consistently speak, write, read, and listen in the target language at levels aligned with the California World Language Standards and Framework.		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$116,805.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$28,615.00
Prop 28	\$59,575.00
Unrestricted Lottery	\$28,615.00

Subtotal of state or local funds included for this school: \$116,805.00

Total of federal, state, and/or local funds for this school: \$116,805.00

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
LCFF Base	28,615.00	0.00
Unrestricted Lottery	28,615.00	0.00
Prop 28	55,050.00	-4,525.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	28,615.00
Prop 28	59,575.00
Unrestricted Lottery	28,615.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,520.00
2000-2999: Classified Personnel Salaries	56,329.00
4000-4999: Books And Supplies	15,581.00
5000-5999: Services And Other Operating Expenditures	9,875.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	19,520.00
2000-2999: Classified Personnel Salaries	LCFF Base	3,804.00
4000-4999: Books And Supplies	LCFF Base	3,791.00
5900: Communications	LCFF Base	1,500.00
2000-2999: Classified Personnel Salaries	Prop 28	47,660.00

4000-4999: Books And Supplies	Prop 28	1,915.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 28	10,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted Lottery	4,000.00
2000-2999: Classified Personnel Salaries	Unrestricted Lottery	4,865.00
4000-4999: Books And Supplies	Unrestricted Lottery	9,875.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	9,875.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,682.50
Goal 2	22,373.50
Goal 3	10,269.00
Goal 4	65,480.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Grace Cox	Principal
Carolyn Hood	Other School Staff
Marisa Chalk	Other School Staff
Rosalba Herrera	Classroom Teacher
Adriana Huffine	Classroom Teacher
Miriam Mitlich-Penunuri	Classroom Teacher
Miriam Alvarez	Classroom Teacher
Sarah Brooks	Classroom Teacher
Autumn Ellenson	Parent or Community Member
Janette Ridgels	Parent or Community Member
Cheryl Shitabata	Parent or Community Member
Deanie Marin-Lucchesi	Parent or Community Member
Brian Leonard	Parent or Community Member
Kristin Beattie	Parent or Community Member
Jessica Weekly	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

1 

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/2024.

Attested:



Principal, Grace Cox on May 29, 2024



SSC Chairperson, Kristin Beatie on May 29, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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



Riverview International Academy

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winter Gardens Elementary School	37681896038392	May 29, 2024	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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 aligns with and informs the Local Control and Accountability Plan process. All stakeholders of the Riverview community are involved in the development of our SPSA. Our SPSA and accompanying budgets are shared with School Site Council (SSC) once a month while being developed in order to receive feedback and make needed adjustments. SPSA is reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

Educational Partner Involvement

How, when, and with whom did Winter Gardens 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

TK-5 Riverview International Academy School Site Council (SSC) is comprised of both Riverview and Winter Gardens school campuses. Both campuses understand the importance of including all stakeholders in the process of developing and monitoring our site plan and budget. The school conducted a comprehensive analysis of student performance in conjunction with district-level administration and identified areas of need and growth for the school programs.

Based on this assessment, the Riverview International Academy principal and staff team developed site goals and a budget plan which aligned with district areas of focus. The SPSA was then shared and discussed with the site leadership team to ensure that the plan is aligned with the site leadership objectives. The plan was submitted to the School Site Council with opportunities to ask questions and provide input and feedback. The School Site Council (SSC) was established through an election process in early September and is comprised of parents, teachers, the principal and other staff. The SSC meets monthly to review data, learn about enrichment opportunities, intervention supports, and review the SPSA and safety plans to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff, and the principal attend meetings and fully participate in the development and oversight process. The School Site Council reviewed and approved the SPSA on May 29, 2024.

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.

Winter Gardens does not qualify to receive Title I funding. We, however, have a growing number of students who need additional support to meet grade level standards and a growing number of socio-economically disadvantaged students and English Learners. Without any additional funds, it is very challenging to adequately meet the intervention need of the students at our school. Additionally, we continue to have a number of students with behavior and academic needs. Adequately serving and supporting our students and their classroom teachers is an ongoing challenge that our staff strive to meet.

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.

Academic Engagement - Chronic Absenteeism (RED)

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

Not applicable

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 school conducted a school community survey. The survey revealed a strong demand for strengthening the current enrichment program and providing a challenging program for advanced learners.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Winter Gardens 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	0.70%	1.31%	1.01%	2	4	3
African American	1.74%	2.61%	1.68%	5	8	5
Asian	1.05%	2.61%	3.02%	3	8	9
Filipino	1.05%	0.98%	1.34%	3	3	4
Hispanic/Latino	44.60%	45.75%	47.65%	128	140	142
Pacific Islander	%	0%	%	0	0	
White	43.90%	35.62%	33.89%	126	109	101
Multiple	6.97%	10.46%	11.41%	20	32	34
Total Enrollment				287	306	298

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	138	171	131
Grade 1	149	135	121
Total Enrollment	287	306	298

Conclusions based on this data:

1. The two primary subgroup of students at Riverview International Academy are Hispanic/Latino and White.
2. The Latino student population at Winter Garden School has remained fairly consistent between 43%-46% over the last few years

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	24	27	17	6.4%	8.4%	5.7%
Fluent English Proficient (FEP)	16	14	14	3.7%	5.6%	4.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Our EL population was only 6.4% in 2020-21, and it grew to 8.8% in 22-23. We need to provide targeted interventions to this growing population in order to meet its needs.
2. Fluent English Proficient has been consistent over the past few years.
3. Winter Gardens has not had any student reclassified Fluent English Proficient since 2020-2021.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1452.0	1461.7	1452.7	1470.4	1478.7	1481.9	1409.0	1421.7	1384.5	12	12	15
1	*	1469.7	*	*	1498.9	*	*	1439.6	*	8	12	10
All Grades										20	24	25

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	33.33	46.67	91.67	41.67	0.00	8.33	25.00	26.67	0.00	0.00	26.67	12	12	15
1	*	16.67	*	*	66.67	*	*	8.33	*	*	8.33	*	*	12	*
All Grades	15.00	25.00	44.00	65.00	54.17	16.00	20.00	16.67	24.00	0.00	4.17	16.00	20	24	25

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	41.67	46.67	66.67	41.67	0.00	0.00	16.67	26.67	0.00	0.00	26.67	12	12	15
1	*	66.67	*	*	25.00	*	*	0.00	*	*	8.33	*	*	12	*
All Grades	40.00	54.17	52.00	55.00	33.33	12.00	5.00	8.33	20.00	0.00	4.17	16.00	20	24	25

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	8.33	13.33	33.33	33.33	13.33	58.33	50.00	46.67	0.00	8.33	26.67	12	12	15
1	*	16.67	*	*	8.33	*	*	41.67	*	*	33.33	*	*	12	*
All Grades	5.00	12.50	16.00	40.00	20.83	20.00	50.00	45.83	40.00	5.00	20.83	24.00	20	24	25

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	33.33	58.33	46.67	66.67	41.67	26.67	0.00	0.00	26.67	12	12	15	
1	*	83.33	*	*	8.33	*	*	8.33	*	*	12	*	
All Grades	50.00	70.83	60.00	50.00	25.00	24.00	0.00	4.17	16.00	20	24	25	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	8.33	33.33	46.67	91.67	58.33	13.33	0.00	8.33	40.00	12	12	15	
1	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*	
All Grades	15.00	41.67	56.00	80.00	50.00	16.00	5.00	8.33	28.00	20	24	25	

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

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	0.00	16.67	26.67	100.00	75.00	46.67	0.00	8.33	26.67	12	12	15	
1	*	16.67	*	*	33.33	*	*	50.00	*	*	12	*	
All Grades	10.00	16.67	36.00	75.00	54.17	36.00	15.00	29.17	28.00	20	24	25	

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	25.00	23.08	50.00	66.67	38.46	16.67	8.33	38.46	12	12	13
1	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
All Grades	20.00	12.50	17.39	65.00	75.00	56.52	15.00	12.50	26.09	20	24	23

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

Conclusions based on this data:

1. We have a growing number of students taking the ELPAC each year.
2. According to the ELPAC scores of our EL students, the majority of them score a Level 4 in overall language.
3. Listening is one of the strongest domains in which our EL students perform well.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
306	21.9	8.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Winter Gardens 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	8.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	67	21.9
Students with Disabilities	18	5.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.6
American Indian	4	1.3
Asian	8	2.6
Filipino	3	1
Hispanic	140	45.8
Two or More Races	32	10.5
White	109	35.6

Conclusions based on this data:

1. A large percentage of our student population is White and Latino, which accounts for 81.4% of our student population.

2. 21.9% of our student population is socioeconomically disadvantaged.
3. 5.9% of our total student population is made up of English Learners and Students with Disabilities.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As an immersion school, our K-1 students show medium performance levels in ELA and Mathematics.
2. Our school has a high chronic absenteeism rate. Emphasizing the importance of regular attendance will remain a priority in the future.
3. There have been no suspension issues reported to date.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

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

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. no data

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 18.9% Chronically Absent Increased Significantly 7.9 312 Students	English Learners 22.6% Chronically Absent Increased 14.9 31 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 31.5% Chronically Absent Increased 16 73 Students	Students with Disabilities 17.9% Chronically Absent Increased 3.6 28 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 23.3% Chronically Absent Increased 9.2 146 Students	11.8% Chronically Absent Declined -2.5 34 Students	 No Performance Color 0 Students	 Orange 14.7% Chronically Absent Increased 6.9 109 Students

Conclusions based on this data:

1. There is a high level of Chronic Absenteeism at Winter Gardens.
2. Students with socioeconomically disadvantaged backgrounds show a high level of chronic absenteeism.
3. Our Hispanic students also show a high level of chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

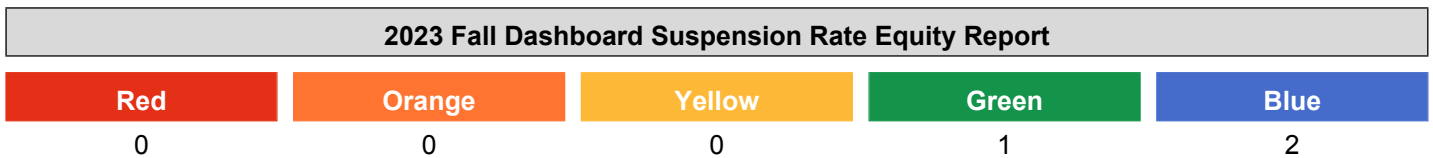
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.3% suspended at least one day Maintained 0 316 Students	English Learners 0% suspended at least one day Maintained 0 32 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 74 Students	Students with Disabilities 0% suspended at least one day Maintained 0 29 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0 149 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 34 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 110 Students</p>

Conclusions based on this data:

- Suspension is a non-issue at Winter Gardens School.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement - Language Arts

By Spring 2025, 75% of Kinder students will be able to write three non-patterned sentences with proper sentence formation and writing words phonetically.

By Spring 2025, all 1st Grade students, particularly our Students with Disabilities (SWD), SocioEconomically Disadvantaged (SED) and English Learner (EL) student populations, will demonstrate measurable growth in English Language Arts as measured by NWEA MAP, CAASPP, LUSD performance tasks, and curriculum assessments. 1st grade students will perform 65th medium percentile in Reading.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Identified Need

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

Our students spend the majority of their time at school learning target languages, and there is concern/need for the transfer of language skills from the target language to English.

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
Grade 1 NWEA MAP ELA Data	Spring 2024, 44% of 1st-grade students scored above the 61st percentile in NWEA MAP Reading	By Spring 2025, 50% of 1st-grade students will perform above the 61st percentile in NWEA MAP Reading

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	Clarity for Learning At RIA, our teachers will ensure Clarity for Learning by using a comprehensive approach to guide students effectively and enhance their success.	All students	3000 LCFF Base 1000-1999: Certificated Personnel Salaries

	They will make learning intentions and success criteria accessible, craft clear "I can" statements, and create opportunities for formative assessments to provide effective feedback. This approach will foster collaboration, transparency, and empower students to achieve their full potential.		(EWA) Beginning of Year Grade Level Collaboration(4 hrs per teacher)
1.2	<p>Increase Student Engagement</p> <p>Teachers will ask questions to deepen student understanding, assist students in assessing their thinking, and provide opportunities for students to take ownership of their learning. Teachers will capitalize on students' strengths, set expectations, and provide support to enhance student engagement. Student talk will be predominantly student-to-student, reflect discipline-specific knowledge, and involve providing evidence and expanding on ideas.</p>	All students	7515 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Supplies & Operational Expenses
1.3	<p>Reading/Writing Intervention</p> <p>RIA will implement effective interventions for student support to ensure every learner succeeds. We will utilize in-class intervention strategies, providing additional support directly within the classroom environment. Support staff will be deployed to assist with targeted interventions during regular class time. We will adopt the grade-level WINN (What I Need Now) model to provide dedicated, personalized learning opportunities tailored to individual student needs.</p> <p>We will integrate Imagine Learning supplemental reading programs to further bolster these efforts. Regular monitoring and assessment of student progress will be crucial. We will use data from Imagine Learning's programs to track progress and adjust interventions as necessary, ensuring that each student receives the support they need to thrive.</p>	Students who qualified for additional Tier 2 instruction. Including students groups: SWD, SED and EL	
1.4	<p>Utilize PLC and PD for continuous support and improvement for teachers.</p> <p>RIA will implement a PLC system where educators collaborate and share knowledge through regular meetings, workshops, or online platforms. The school will provide ongoing professional development opportunities, including workshops, conferences, webinars, and online courses. We will encourage peer-to-peer mentoring to exchange ideas and best practices and conduct regular walkthroughs and feedback sessions to evaluate teacher performance.</p>	All students	800 LCFF Base 5800: Professional/Consulting Services And Operating Expenditures (SBA) Coaching Day Release 800 Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures (SBA) Coaching Day Release

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Achievement - Mathematics
 By Spring 2025, 75% of Kinder students will be able to add or subtract within 5.

By Spring 2025, 1st grade students, particularly our Students with Disabilities (SWD), SocioEconomically Disadvantaged (SED), and English Learner (EL) student populations will demonstrate measurable growth in math as measured by NWEA MAP, CAASPP, and other curriculum assessments. 1st-grade students will perform 65th medium percentile in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

Identified Need

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

Students in the immersion program receive math lessons in the target language. The school wants to ensure that all students understand math concepts in the target language.

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
Grade 1 NWEA MAP Math Data	Spring 2024: 61% of 1st-grade students scored above the 61st percentile on the NWEA MAP Math.	By Spring 2025, 65% of 1st-grade students will score above the 61st percentile on the NWEA MAP Math.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Clarity for Learning At RIA, our teachers will ensure Clarity for Learning by using a comprehensive approach to guide students effectively and enhance their success. They will make learning intentions and success criteria accessible, craft clear "I can" statements, and create opportunities for formative assessments	All Students	4200 LCFF Base 1000-1999: Certificated Personnel Salaries (SBA) Tri 1/2/3 Student Data Analysis Teacher Release (half day sub release)

	to provide effective feedback. This approach will foster collaboration, transparency, and empower students to achieve their full potential.		
2.2	<p>Increase Student Engagement</p> <p>Teachers will ask questions to deepen student understanding, assist students in assessing their thinking, and provide opportunities for students to take ownership of their learning. Teachers will capitalize on students' strengths, set expectations, and provide support to enhance student engagement. Student talk will be predominantly student-to-student, reflect discipline-specific knowledge, and involve providing evidence and expanding on ideas.</p>	All Students	7515 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures Supplies & Operational Expenses
2.3	<p>Math Intervention</p> <p>RIA will implement effective interventions for student support to ensure every learner succeeds. We will utilize in-class intervention strategies, providing additional support directly within the classroom environment. Support staff will be deployed to assist with targeted interventions during regular class time. We will adopt the grade-level WINN (What I Need Now) model to provide dedicated, personalized learning opportunities tailored to individual student needs.</p> <p>We will integrate Imagine Learning's supplemental math programs to further bolster these efforts. Regular monitoring and assessment of student progress will be crucial. We will use data from Imagine Learning's programs to track progress and adjust interventions as necessary, ensuring that each student receives the support they need to thrive.</p>	Students who qualified for additional Tier 2 instruction. Including students groups: SWD, SED and EL	
2.4	<p>Utilize PLC and PD for continuous support and improvement for teachers</p> <p>RIA will implement a PLC system where educators collaborate and share knowledge through regular meetings, workshops, or online platforms. The school will provide ongoing professional development opportunities, including workshops, conferences, webinars, and online courses. We will encourage peer-to-peer mentoring to exchange ideas and best practices and conduct regular walkthroughs and feedback sessions to evaluate teacher performance.</p>	All Students	
2.5	<p>District-Wide Math Transformation</p> <p>All teachers will continue participating in Math Transformation. They will unpack the Common Core Math Content Standards and examine the</p>	All Students	

	<p>vertical progression of these standards across grades. Teachers will engage in math experiences to deeply understand the content and best practices for student learning. Workshops will be available for specific grade levels or a vertical span of grades and tailored to the site's specific needs. When appropriate, teachers will work with their current textbook.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Socio-Emotional Health

By Spring 2025, 92% of RIA students will be "Low Risk" in the overall risk area of SEL including external and internal behaviors using the Spring 2024 SRSS report, (Low-Moderate-High) (Currently, 90% of RIA students are at Low Risk)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Social-Emotional Wellbeing: Students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

Identified Need

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

Overall, 12.3% of our students are chronically absent. Notably, students with disabilities exhibit the highest rate of chronic absenteeism at 23.1%. Additionally, our English Learners group shows a chronic absenteeism rate of 19%. Among our students with disabilities, the suspension rate increased by 11.5%, placing them in the high-risk category.

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
Data from SRSS	90% of RIA students will be "Low Risk" in the overall risk area of SEL, including external and internal behaviors	By Spring of 2025, 95% of RIA students will be "Low Risk" in the overall risk area of SEL, including external and internal behaviors
Attendance Records	2022-23, 12.3% of our students are chronically absent	By Spring of 2025, 8% of our students are chronically absent
Suspension Rate	2022-23, the suspension rate for students with disabilities is 11.5%.	By Spring of 2025, the suspension rate for students with disabilities is 8%.

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>RIA will implement counselor-recommended lessons and morning circles this year to address our students' social-emotional learning needs.</p> <p>Counseling Services for Students (Tier 1, 2 & 3):</p> <p>Tier 1: Whole classroom in-person or virtual lessons, including bullying prevention.</p>	All Students	<p>200</p> <p>LCFF Base</p> <p>4000-4999: Books And Supplies</p> <p>WG Smore Newsletter Subscription</p>

	Tier 2: Small group support. Tier 3: Support for students in crisis, those undergoing threat assessments, self-harm, violent behavior, or disciplinary actions. The counselor will teach replacement behaviors post-disciplinary actions.		
3.2	Weekly Broadcast: RIA will conduct a weekly broadcast featuring thought-provoking and inspirational messages narrated over our school's YouTube channel. This 15-minute daily broadcast will allow the student reps to reach every student and staff member with words of wisdom, uplifting and promoting a more positive and effective school climate.	All students	
3.4	School-wide PBIS RIA will implement the SW-PBIS framework to create customized school systems that support student outcomes and academic success. We will define, teach, and acknowledge appropriate behavior while correcting inappropriate behavior. Our goal is to create an environment that sets up all students for success, with a focus on teaching social behavior as a skill.	All students	8167 LCFF Base 2000-2999: Classified Personnel Salaries Playground Coordinator 500 Unrestricted Lottery 4000-4999: Books And Supplies PBIS Curriculum & Cupplies 177 Unrestricted Lottery 4000-4999: Books And Supplies PBIS Reward

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enrichment Opportunities for Students

Based on the RIA needs survey, by the end of the 2025 school year, 80% of families will feel that the school provides meaningful and relevant learning and assignments, an increase from 72% in the previous year. All RIA TK-5 students will receive enrichment opportunities in art, music, STEAM lessons, and a third language. Additionally, students will have the opportunity to develop leadership skills, participate in enrichment learning and multicultural events, and engage in community outreach, as measured by student participation data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Innovation and Engagement: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

The Board continues to support LUSD signature programs that build Student Profile competencies:

Arts and Sciences: Provide opportunities and access for students to excel in the arts and sciences before, during, and after school.

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.

Based on the end-of-year RIA school needs survey, 28% of families currently feel that the school does not provide meaningful and relevant learning assignments.

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
RIA End-of-Year Needs Survey	2024 - 72%	2025 - 80%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Third Language Foreign Language Experience (FLEX) Program.</p> <p>For grades TK-5, students will participate in one 30-minute session per week.</p> <p>In the Language FLEX program, students will be introduced to the 3rd language and culture and encouraged to pursue further study. The classes will be conducted primarily in the target language</p>	All students	<p>40 LCFF Base 1000-1999: Certificated Personnel Salaries (EWA) Community Outreach & (CNY Events) Teacher Release 100 LCFF Base</p>

	<p>with some English. The goal is not fluency but to create enthusiasm for 3rd language learning and provide a foundation for middle school Spanish studies.</p> <p>Our goals for the FLEX program are to:</p> <ul style="list-style-type: none"> • Introduce students to languages and cultures. • Develop limited awareness of language relationships. 		<p>4000-4999: Books And Supplies WG Sponsored Events (Incoming Parent Orientation)</p>
4.2	<p>Other Special Program Learning Opportunities</p> <p>The school will provide multicultural learning opportunities through our International Fair. Students will research their assigned countries and present their findings, celebrating different cultures around the world. Each class will study the geography, cuisine, holidays, festivals, clothing, education, sports, and languages of their assigned country. Students will create reference books and use teacher-selected websites to gather information for their reports or projects. They will also utilize Internet resources and library books to deepen their understanding of their assigned countries.</p>	All students	
4.3	<p>Art, Music & STEAM</p> <p>With Prop 28 funding of close to \$70K for both Winter Gardens and Riverview combined, the school will continue to enhance our educational programs for the next school year. Our RIA Art & Design Team will bring a new depth of creativity, challenge, and complexity to our students' education. The team will work with specific grade levels to engage students with design-thinking projects that intertwine art with STEAM principles. We will continue our partnership with City Heights Music School to offer music learning for our TK-5 students, and our middle school band instructor will provide opportunities for fifth-grade students to learn various band instruments. Our STEAM Room activities and challenges will provide students with the opportunity to experiment, explore, and prototype in a supportive and collaborative environment, promoting critical thinking and problem-solving skills.</p>	All students	<p>28880 Prop 28 2000-2999: Classified Personnel Salaries Art & Design Team Salaries 5000 Prop 28 5000-5999: Services And Other Operating Expenditures CHMS Music Contract 2220 Prop 28 4000-4999: Books And Supplies Art & STEAM Room Supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,114.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$16,507.00
Prop 28	\$36,100.00
Unrestricted Lottery	\$16,507.00

Subtotal of state or local funds included for this school: \$69,114.00

Total of federal, state, and/or local funds for this school: \$69,114.00

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
LCFF Base	16,507.00	0.00
Unrestricted Lottery	16,507.00	0.00
Prop 28	33,342.00	-2,758.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	16,507.00
Prop 28	36,100.00
Unrestricted Lottery	16,507.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,240.00
2000-2999: Classified Personnel Salaries	37,047.00
4000-4999: Books And Supplies	3,197.00
5000-5999: Services And Other Operating Expenditures	20,030.00
5800: Professional/Consulting Services And Operating Expenditures	1,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Base	7,240.00
2000-2999: Classified Personnel Salaries	LCFF Base	8,167.00
4000-4999: Books And Supplies	LCFF Base	300.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	800.00
2000-2999: Classified Personnel Salaries	Prop 28	28,880.00
4000-4999: Books And Supplies	Prop 28	2,220.00

5000-5999: Services And Other Operating Expenditures	Prop 28	5,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	677.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	15,030.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted Lottery	800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,115.00
Goal 2	11,715.00
Goal 3	9,044.00
Goal 4	36,240.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Grace Cox	Principal
Carolyn Hood	Other School Staff
Marisa Robertson	Other School Staff
Miriam Mitlich	Classroom Teacher
Adrianna Huffine	Classroom Teacher
Miriam Alvarez	Classroom Teacher
Rosalba Herrera	Classroom Teacher
Sarah Brooks	Parent or Community Member
Autumn Ellenson	Parent or Community Member
Kristin Beattie	Parent or Community Member
Cheryl Shitabata	Parent or Community Member
Deanie Marin-Lucchesi	Parent or Community Member
Brian Leonard	Parent or Community Member
Jessica Weekly	Parent or Community Member
Janette Ridgels	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/2024.

Attested:

	Principal, John Greenwell on 5/29/2024
	SSC Chairperson, Kristin Beatie on 5/29/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Farms Elementary School	37681896038343	8/2024	

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

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

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

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

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

Schoolwide Program Additional Targeted Support and Improvement Lakeside Farms has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2023 Dashboard due to the Chronic Absenteeism (English Learners).

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Lakeside Farms has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2023 Dashboard due to the Chronic Absenteeism (English Learners).

Lakeside Farms Elementary's School Site Council (SSC) meets regularly during the school year as part of a continuous cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). Lakeside Farms school goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees. The Lakeside Farms SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

Educational Partner Involvement

How, when, and with whom did Lakeside Farms 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

Lakeside Farms Staff involvement included goal setting at staff meetings. Goals were established May 22, 2024. The Lakeside Farms School Site Council provided input for the SPSA at our May meeting and continue to monitor the implementation and progress of goals and strategies on a monthly basis. This SPSA was reviewed and approved at our first School Site Meeting of the 24/25 school year in August. The certificated staff will review the goals on September, 27, 2024.

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.

Chronic Absenteeism amongst EL student population. (Insert actual Data). In order to identify resource inequities, our teams constructed a Pareto Chart to find out where the largest percentage of our budget was being spent. From there, we sought to determine if all student groups were being served equitably with our expenditures. We discovered that we were spending an awful lot of money on technology programs and much less on professional learning and student supports. This year, we established new goals that provided more professional development opportunities so that we can build systems to more directly support children, particularly those in the EL student group in need of more intense structures.

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.

Attendance Red
ELA and Math Orange

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

Other Needs

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

EL student attendance

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside Farms 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	0.72%	0.77%	0.45%	4	5	3
African American	7.00%	5.24%	5.50%	39	34	37
Asian	1.08%	0.77%	0.74%	6	5	5
Filipino	1.97%	1.23%	1.19%	11	8	8
Hispanic/Latino	25.85%	27.73%	26.45%	144	180	178
Pacific Islander	%	0.46%	0.74%	0	3	5
White	57.99%	58.09%	58.25%	323	377	392
Multiple	5.39%	5.55%	6.69%	30	36	45
Total Enrollment				557	649	673

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	120	142	99
Grade 1	99	115	95
Grade 2	82	107	110
Grade3	93	83	106
Grade 4	96	96	91
Grade 5	67	106	102
Total Enrollment	557	649	673

Conclusions based on this data:

1. The largest group of students are White.
2. The second largest group is Hispanic.
3. Grade level sizes range from 95 to 110 students.

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	26	28	28	6.3%	4.7%	4.2%
Fluent English Proficient (FEP)	20	22	24	3.3%	3.6%	3.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. We are seeing a slight decline in the number of English Learners at Lakeside Farms from year to year.
2. The percentage of Fluent English Proficient students stayed in the same range
3. RFEP percentages decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	106	91	82	0	88	82	0	88	82	0.0	96.7	100.0
Grade 4	78	98	97	0	94	94	0	94	94	0.0	95.9	96.9
Grade 5	95	69	105	0	68	101	0	68	101	0.0	98.6	96.2
All Grades	279	258	284	0	250	277	0	250	277	0.0	96.9	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	2414.		19.32	19.51		20.45	21.95		22.73	28.05		37.50	30.49
Grade 4		2440.	2445.		15.96	21.28		17.02	18.09		28.72	23.40		38.30	37.23
Grade 5		2509.	2499.		23.53	21.78		27.94	28.71		22.06	16.83		26.47	32.67
All Grades	N/A	N/A	N/A		19.20	20.94		21.20	23.10		24.80	22.38		34.80	33.57

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.05	15.85		54.55	62.20		28.41	21.95
Grade 4		11.70	8.51		62.77	70.21		25.53	21.28
Grade 5		13.24	12.87		70.59	71.29		16.18	15.84
All Grades		14.00	12.27		62.00	68.23		24.00	19.49

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.23	17.07		57.95	56.10		31.82	26.83
Grade 4		10.64	14.89		63.83	55.32		25.53	29.79
Grade 5		23.53	18.81		60.29	58.42		16.18	22.77
All Grades		14.00	16.97		60.80	56.68		25.20	26.35

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

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.82	15.85		73.86	67.07		19.32	17.07
Grade 4		4.26	9.57		81.91	70.21		13.83	20.21
Grade 5		16.18	11.88		73.53	73.27		10.29	14.85
All Grades		8.40	12.27		76.80	70.40		14.80	17.33

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.23	12.20		64.77	60.98		25.00	26.83
Grade 4		8.51	12.77		65.96	61.70		25.53	25.53
Grade 5		20.59	10.89		57.35	70.30		22.06	18.81
All Grades		12.40	11.91		63.20	64.62		24.40	23.47

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

Conclusions based on this data:

1. 3rd grade had the fewest number of students scoring below standard in listening.
2. Significantly more students met or exceeded the standards in 5th grade, than in 3rd or 4th.
3. More students met or exceeded the standards in Research/Inquiry than in Reading, listening or Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	106	91	82	0	89	82	0	89	82	0.0	97.8	100.0
Grade 4	78	98	97	0	94	94	0	94	94	0.0	95.9	96.9
Grade 5	95	69	105	0	68	102	0	68	102	0.0	98.6	97.1
All Grades	279	258	284	0	251	278	0	251	278	0.0	97.3	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2411.	2403.		13.48	7.32		23.60	31.71		29.21	23.17		33.71	37.80
Grade 4		2455.	2451.		4.26	12.77		36.17	22.34		32.98	34.04		26.60	30.85
Grade 5		2454.	2482.		8.82	12.75		16.18	18.63		23.53	37.25		51.47	31.37
All Grades	N/A	N/A	N/A		8.76	11.15		26.29	23.74		29.08	32.01		35.86	33.09

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

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.22	15.85		44.94	50.00		34.83	34.15
Grade 4		14.89	21.28		50.00	43.62		35.11	35.11
Grade 5		8.82	7.84		39.71	54.90		51.47	37.25
All Grades		15.14	14.75		45.42	49.64		39.44	35.61

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.73	9.76		55.06	52.44		29.21	37.80
Grade 4		9.57	15.96		55.32	48.94		35.11	35.11
Grade 5		11.76	15.69		45.59	65.69		42.65	18.63
All Grades		12.35	14.03		52.59	56.12		35.06	29.86

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.85	12.20		56.18	64.63		26.97	23.17
Grade 4		13.83	12.77		57.45	59.57		28.72	27.66
Grade 5		8.82	6.86		55.88	69.61		35.29	23.53
All Grades		13.55	10.43		56.57	64.75		29.88	24.82

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Conclusions based on this data:

1. Percentage of students at or near standard has risen in the area of Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.
2. Over half of the students in 5th grade scored below standard in 5th grade.
3. For the past 3 years there has been an increase in the percentage of students above standard in the area of Concepts & Procedures and Applying mathematical concepts and procedures.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	5	5	8
1	*	*	*	*	*	*	*	*	*	*	5	5
2	*	*	*	*	*	*	*	*	*	4	5	4
3	*	*	*	*	*	*	*	*	*	5	7	*
4	1519.4	*	*	1526.5	*	*	1511.9	*	*	13	4	5
5	*	*	*	*	*	*	*	*	*	6	7	6
All Grades										34	33	31

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	30.77	*	*	30.77	*	*	30.77	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	12.12	12.90	20.59	42.42	25.81	32.35	21.21	38.71	29.41	24.24	22.58	34	33	31

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	38.46	*	*	53.85	*	*	0.00	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	42.42	32.26	41.18	27.27	29.03	11.76	9.09	19.35	23.53	21.21	19.35	34	33	31

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	7.69	*	*	30.77	*	*	23.08	*	*	38.46	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.82	6.06	6.45	17.65	15.15	19.35	35.29	39.39	32.26	38.24	39.39	41.94	34	33	31

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	29.41	18.18	25.81	50.00	48.48	48.39	20.59	33.33	25.81	34	33	31	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	61.54	*	*	30.77	*	*	7.69	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.29	69.70	48.39	41.18	15.15	29.03	23.53	15.15	22.58	34	33	31

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	15.38	*	*	46.15	*	*	38.46	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	12.12	6.45	38.24	45.45	41.94	50.00	42.42	51.61	34	33	31

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	3.03	9.68	55.88	60.61	61.29	32.35	36.36	29.03	34	33	31

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

Conclusions based on this data:

1. 33 students were tested in 18-19.
2. We have a wide distribution of students for overall levels 1-4.
3. Speaking appears to be the strongest of the 4 language domains.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
649	33	4.3	0.2
Total Number of Students enrolled in Lakeside Farms Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	4.3
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	214	33
Students with Disabilities	136	21

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.2
American Indian	5	0.8
Asian	5	0.8
Filipino	8	1.2
Hispanic	180	27.7
Two or More Races	36	5.5
Pacific Islander	3	0.5
White	377	58.1

Conclusions based on this data:

1. Our students with disabilities group makes up nearly 23% of our population. 4.7 % of our students are English Learners.
2. Roughly half of our students are socioeconomically disadvantaged.
3. Our largest groups of students by race/ethnicity are White (58%), Hispanic (26%) and African American (7%)

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Lakeside Farms is in the orange in both ELA and Math.
2. Chronic Absenteeism is in the red.
3. The suspension rate is in the yellow.

School and Student Performance Data

Academic Performance English Language Arts

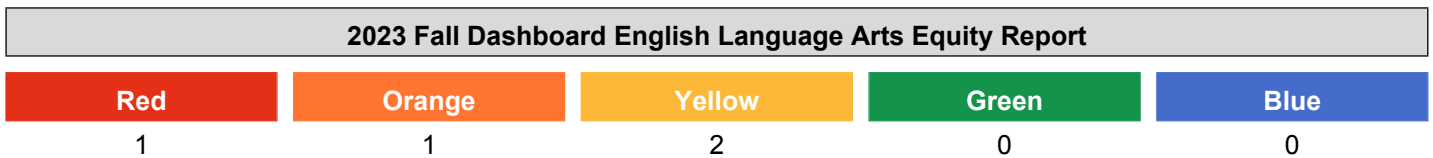
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 16.8 points below standard Maintained +2.8 points 264 Students	English Learners 43.6 points below standard Increased +9.8 points 18 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 28.5 points below standard Increased +14.5 points 113 Students	Students with Disabilities  Red 89.8 points below standard Maintained -1.9 points 67 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
60.2 points below standard Increased Significantly +16 points 14 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.7 points below standard Increased +3.5 points 75 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Orange 8.8 points below standard Maintained -1 points 154 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.5 points below standard Increased Significantly +24.5 points 13 Students	Less than 11 Students 5 Students	14.7 points below standard Maintained +0.4 points 239 Students

Conclusions based on this data:

1. Students with disabilities are in the red.
2. Socioeconomically Disadvantaged are in the yellow.
3. Although ELs did not receive a color, their performance has increased by 9.8 points.

School and Student Performance Data

Academic Performance Mathematics

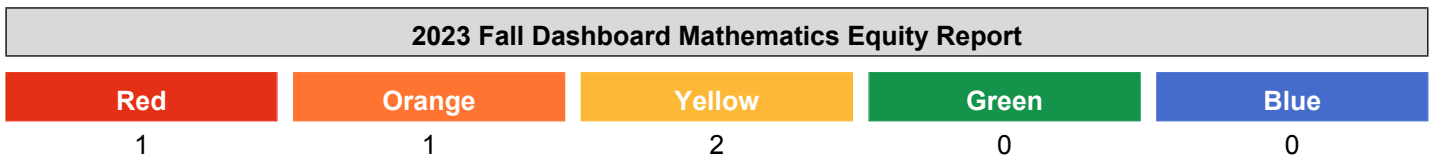
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 37.3 points below standard Maintained +0.8 points 264 Students	English Learners 66.8 points below standard Maintained +0.1 points 18 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 52.5 points below standard Increased +3.3 points 113 Students	Students with Disabilities  Red 112.1 points below standard Decreased -11.4 points 67 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
72.5 points below standard Increased Significantly +25.2 points 14 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.8 points below standard Decreased -9 points 75 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Yellow 25 points below standard Maintained +0.1 points 154 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.8 points below standard Maintained -2.9 points 13 Students	Less than 11 Students 5 Students	35.4 points below standard Maintained -1 points 239 Students

Conclusions based on this data:

1. Students with disabilities are in the orange scoring 112points below standard.
2. White students are in the yellow, and performance declined by 14.8 points.
3. Hispanic students are in the orange and performance declined by 5.3 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
45.5% making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	7	0	10

Conclusions based on this data:

1. Lakeside Farms received a high performance level.
2. Many of our students progressed at least one ELPI level.
3. 4 of our students decreased by one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

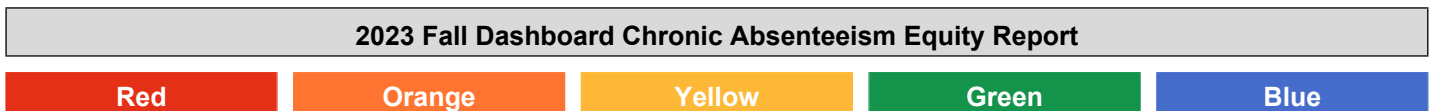
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 20.2% Chronically Absent Increased Significantly 7.4 692 Students	English Learners Red 33.3% Chronically Absent Increased 9.6 33 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Red 24.8% Chronically Absent Increased Significantly 8 234 Students	Students with Disabilities Red 28.6% Chronically Absent Increased Significantly 10.5 175 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 20.5% Chronically Absent Increased 9.1 44 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 26.7% Chronically Absent Increased Significantly 8.1 191 Students	 Orange 14% Chronically Absent Increased 7.7 43 Students	Less than 11 Students 3 Students	 Red 18.6% Chronically Absent Increased Significantly 7.3 392 Students

Conclusions based on this data:

1. All Students are in the Yellow, maintained.
2. EL students are in the red, increased.
3. Socioeconomically Disadvantaged is in the orange, increased.

School and Student Performance Data

Conditions & Climate Suspension Rate

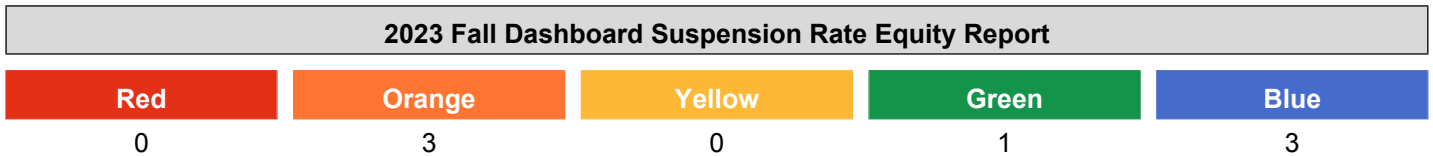
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.8% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 711 Students</td> </tr> </tbody> </table>	All Students	 Yellow	0.8% suspended at least one day	Increased 0.7 711 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 36 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 36 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.3% suspended at least one day Increased 4.3 46 Students	Less than 11 Students 5 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5% suspended at least one day Increased 0.5 196 Students	 Blue 0% suspended at least one day Maintained 0 44 Students	Less than 11 Students 3 Students	 Blue 0.5% suspended at least one day Maintained 0.2 403 Students

Conclusions based on this data:

1. All Students in the green, maintained.
2. Students with disabilities in the yellow, maintained.
3. Socioeconomically Disadvantaged in the green, declined.

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.

Increase Academic Achievement
 By June of 2025, all Learners will meet or exceed their targeted growth by 5%, on the NWEA MAP assessments in both ELA and Math

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement. LCAP Goal 1

Identified Need

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

Students will be able to clearly support their own mathematical reasoning and critique others through the use of number talks and sentence frames and procedural fluency.

Students not receiving Special Education Services are 85% above or near standard on the communicating reasoning claim compared to 32% of students with Special Education Services above or near standard. We realize that special education needs additional scaffolds and supports to meet this goal.

64% of our EL's were below standard in communicating reasoning.

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
By June of 2025, using NWEA Map Data	Students will show positive growth	increase of 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will use of Number Talks daily and build mathematical language through conversations. (Math Transformations)	All Students will build Mathematical Fluency and communicating reasoning skills.	7000 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.2	SAI Teachers and IA's will support learning in the general education setting daily. More IA's to support push-in support model.	Students with Disabilities	3500 Title I 1000-1999: Certificated Personnel Salaries

			Substitute Teachers to provide release time for collaboration, peer observation and lesson study
1.3	Teachers will provide Tier II intervention daily for students who are at risk. (WINN)	At Risk Students in the All Students Group	1,000 Title I 1000-1999: Certificated Personnel Salaries Substitute Costs for intervention teachers to provide Tier 3 support for students who are indicated at-risk as seen with the trimester data.
1.4	Co-Teaching Training for General Education Staff and SPED Staff will occur monthly. Giving release time to observe and construct co-teaching instruction.	Students with disabilities	1000 LCFF Base Co-Teaching Training LCFF Supplemental Co-Teaching Training
1.5	Imagine Learning Program to build fluency and comprehension will occur weekly. Designated ELD Instruction embedded in the master schedule.	EL Students	
1.6	Teachers across all grade levels will focus on Reading Comprehension daily. Students in Grades K-2 will receive small group reading instruction throughout the week with rotations 2 to 3 times a week. . Students in Grades 3-5 will collaborate on best practices and use new and refine instructional strategies.	All Students	4880 LCFF Base 4000-4999: Books And Supplies Materials and Supplies 5000 LCFF Base 0000: Unrestricted Materials, supplies (including printer supplies) for lesson delivery and development
1.7	Instructional Rounds will occur weekly.	All Students	5000 LCFF Base 0000: Unrestricted Sub Costs
1.8	Maintain supplies and office equipment (Printers, Xerox, Laminator, etc.) for the purpose of supporting and maintaining the ongoing instructional program for ALL Students.	All Students	20000 Unrestricted Lottery 4000-4999: Books And Supplies Office Equipment
1.9	Teachers will provide daily Tier II intervention for students who are at risk. WINN Time training and teacher release.	All Students	1000 LCFF Supplemental Kid Watch Release Time
1.10	Teachers will provide supplemental Instruction and Intervention for students in all grade levels and ability levels daily. (Program specific) Starfall subscription.	Students with Disabilities	9500 Title I 0000: Unrestricted Materials (furniture, etc.) Instructional support programs. 500 LCFF Base 0000: Unrestricted

1.11	Learning Environment, classrooms designs to differentiate instruction. (Furniture, flexible seating options)	All Students	5000 Unrestricted Lottery None Specified
1.12	Teacher Supply Classroom Budget	All Students	4000 Unrestricted Lottery 4000-4999: Books And Supplies Teacher Classroom Supplies
1.13	ESGI Assessments	Kindergarten Students	1500 LCFF Base

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Some grade level have effectively used WINN time to support specific student academic needs

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

Achieve 3000 was not implemented fully due to lack of training.

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.

Master Schedule, Release time increase. Achieve 3000 Professional Development

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.

Social-Emotional/Well-Being

By June of 2025, Lakeside Farms will have 90% of students feeling connected to school as measured on the Healthy Kids Survey and additional school-wide surveys throughout the school year. The Goal is building student connectivity on campus. All staff working on building positive relationships with all students on campus. This will increase the overall student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Socio-Emotional Well-Being. LCAP Goal 3.

Identified Need

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

All students will feel connected to school, per the California Healthy Kids Survey and School Site surveys.

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
School Climate Surveys	increase by 10%	an increase in students feeling safer at school and more connected.
Student attendance	the percentage will increase by 2%	Student attendance will increase to 96%

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	Monthly, student-led whole school team building activities, with a focus on caring deeply. This also occurs weekly at our Friday assemblies.	All Students	3000 LCFF Supplemental None Specified
2.2	Learning Environment improvements and modernization throughout the school year.	All Students	6000 LCFF Base 0000: Unrestricted Refurbishment of Tables around school campus 829 Title I Parent Involvement None Specified

			Title 1 Parent Night, child care
2.3	Students will receive weekly PBIS check-in lessons.	All Students	3000 Unrestricted Lottery 0000: Unrestricted materials
2.4	Playground Coordinator will join students during the recess time and in the classroom in order to show them how to play games and activities in a positive manner and will assist with our Restorative Justice Program and PBIS Program	All Students	24500 Title I 1000-1999: Certificated Personnel Salaries Coordinator The Coordinator helps to maintain a safe playground, specifically during recess and lunch.
2.5	Extra Curricular Activities, Dance, Music and Drama throughout the school year.	All Students	10000 LCFF Base 0001-0999: Unrestricted: Locally Defined Outside Consultants
2.6	Every Student will receive whole class lessons from a social/emotional curriculum 3 times year in a whole group setting from a school counselor.	All Students	1000 LCFF Supplemental 4000-4999: Books And Supplies Counselor Curriculum
2.7	Community Liaison checks in on student attendance, specifically with students that have attendance issues,. Attendance team home visits for chronic absences.	EL Students	100 Title I Parent Involvement
2.8	MTSS- Belonging, ROAR (Responsible, Overcome Obstacles, Actions Matter, Respect Others and Self	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Attendance checkins with chronic students

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

Student reach out, calling and home visits

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.

Target EL chronically absent students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Innovation

All students will have VAPA opportunities throughout the school year with art lessons. Student Exposure to the Arts with classroom Art lessons. Students will have the opportunity to explore Agriculture throughout the school year, with at least 2 field trip opportunities by June of 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3

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.

Connecting Students to learning through innovation and unique experiences.

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
Number of Classroom visits yearly	15 Art Lessons	20 Art Lessons

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	Monthly Garden Lessons for all grade levels. The students learn responsibility and work together collaboratively in a hands on environment. The time allocated for the garden gives intervention prep time for the classroom teacher to plan for WINN time intervention.	All Students.	2000 Unrestricted Lottery 0000: Unrestricted Materials 3700 Title I Materials and Lessons
3.2	By hiring a classified Art Teacher, lessons are prepared and brought into the classrooms.	All Students	80000 Prop 28

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

New Goal, combines goals 4 and 5 from previous year into 24/25 goal 3.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$203,009.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$49,200.00
Title I Parent Involvement	\$929.00

Subtotal of additional federal funds included for this school: \$50,129.00

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 Base	\$33,880.00
LCFF Supplemental	\$5,000.00
Prop 28	\$80,000.00
Unrestricted Lottery	\$34,000.00

Subtotal of state or local funds included for this school: \$152,880.00

Total of federal, state, and/or local funds for this school: \$203,009.00

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	49,262.79	62.79
Title I Parent Involvement	929.00	0.00
Unrestricted Lottery	34,099.00	99.00
LCFF Base	34,099.00	219.00
Prop 28	80,880.00	880.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	33,880.00
LCFF Supplemental	5,000.00
Prop 28	80,000.00
Title I	49,200.00
Title I Parent Involvement	929.00
Unrestricted Lottery	34,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	81,100.00
0000: Unrestricted	31,000.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	29,000.00
4000-4999: Books And Supplies	29,880.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	8,829.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	2,500.00

0000: Unrestricted	LCFF Base	16,500.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	10,000.00
4000-4999: Books And Supplies	LCFF Base	4,880.00
	LCFF Supplemental	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
None Specified	LCFF Supplemental	3,000.00
	Prop 28	80,000.00
	Title I	3,700.00
0000: Unrestricted	Title I	9,500.00
1000-1999: Certificated Personnel Salaries	Title I	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
	Title I Parent Involvement	100.00
None Specified	Title I Parent Involvement	829.00
0000: Unrestricted	Unrestricted Lottery	5,000.00
4000-4999: Books And Supplies	Unrestricted Lottery	24,000.00
None Specified	Unrestricted Lottery	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,880.00
Goal 2	48,429.00
Goal 3	85,700.00

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
- 7 Parent or Community Members

Name of Members	Role
Jim Rosa	Principal
Dean Neal	Parent or Community Member
Cathy Andrews	Classroom Teacher
Lucretia Browning	Other School Staff
Kasey Haynes	Classroom Teacher
Kendall Fletcher	Classroom Teacher
Laura Watts	Parent or Community Member
Kristin Leavitt	Parent or Community Member
Kelly Timanius	Parent or Community Member
Stacy Kubitz	Parent or Community Member
Rebecca Shaw	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/5/23.

Attested:



Principal, Jim Rosa on 6/5/2023



SSC Chairperson, Cathy Brannon on 6/5/2023

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

School Year: **2024-25**



Tierra del Sol

MIDDLE SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra del Sol Middle School	37-68189-6085047	06/03/24	

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 Tierra del Sol Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Tierra del Sol Middle School is working diligently to improve student achievement by closely analyzing our academic achievement and social-emotional data, then creating a systemic plan that aligns with our LCAP and board goals. We are also working with all stakeholders to close the achievement gaps we have on campus by analyzing and restructuring systems that may be inequitable for certain students. TdS will share our data and our site plan with our School Site Council. Together we will create a schoolwide plan that ensures every student at Tierra del Sol Middle School will get the best education and middle school experience in San Diego County.

Educational Partner Involvement

How, when, and with whom did Tierra del Sol Middle 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

At Tierra del Sol Middle School, we collaborate closely with our School Site Council (SSC) to develop, review, and approve our School Site Plan. Throughout the year, we hold bi-monthly meetings to update, edit, and enhance the plan, ensuring it aligns with our school's evolving needs. These meetings are integral in gathering valuable input from parents and students on ways to improve campus systems, academics, and behavior.

By analyzing data, we conduct a comprehensive needs analysis, which serves as the foundation for our strategic decisions and the allocation of yearly funds. This data-driven approach ensures that our efforts and resources are effectively directed toward improving student outcomes and meeting the needs identified in the analysis.

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.

Through our ongoing assessments and data analysis, we have identified several critical resource inequities that require focused attention:

Student Disconnection: A significant number of our students remain disconnected from the school environment or are struggling to reintegrate into the school setting.

Social-Emotional Challenges: This year, we have observed an increase in students facing social-emotional issues, many of whom require counseling and mental health services to support their well-being.

Challenges for EL and SPED Students: Our English Learners (EL) and Special Education (SPED) students continue to face challenges within the General Education setting, falling short of the expected growth on the ELPAC and MAP assessments.

Support for EL Newcomers: We have a growing population of EL Newcomers who need targeted support to succeed academically and socially within the school.

Chronic Absences: Both our SPED and EL student populations are experiencing a high percentage of chronic absences, which significantly impacts their academic progress and overall success.

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.

Red- Chronic Absenteeism. Orange-English Language Arts and Math

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

Math- Hispanic and Socioeconomically Disadvantaged

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tierra del Sol Middle 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	1.58%	2.65%	2.25%	11	19	17
African American	2.01%	1.95%	2.12%	14	14	16
Asian	2.01%	1.53%	2.38%	14	11	18
Filipino	0.72%	0.56%	0.93%	5	4	7
Hispanic/Latino	36.10%	36.91%	36.95%	252	265	279
Pacific Islander	0.86%	0.7%	0.66%	6	5	5
White	53.30%	51.95%	50.46%	372	373	381
Multiple	3.44%	3.76%	4.24%	24	27	32
Total Enrollment				698	718	755

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	257	238	273
Grade 7	230	255	221
Grade 8	211	225	261
Total Enrollment	698	718	755

Conclusions based on this data:

1. Although our enrollment experienced a slight decrease of 30 students from the 2020-2021 to 2021-2022 school years, we saw a positive rebound with an increase of 20 students in 2022-2023. This upward trend continued into the 2023-2024 school year, reflecting our ongoing efforts to attract and retain students.
2. As our enrollment grows, so too does the diversity of our student body. We have observed a notable increase in Hispanic and English Learner (EL) students, particularly among Newcomer ELs. This demographic shift underscores the importance of carefully evaluating the number of English Language Learner (ELL) class sections we offer to meet the unique needs of these students effectively.
3. We are seeing a rise in the number of students requiring Special Education (SPED) services. This increase highlights the need for us to continually assess and refine our curriculum delivery methods, ensuring that all students have access to instructional strategies that support their learning and help them thrive academically.

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	51	67	59	6.3%	7.3%	7.8%
Fluent English Proficient (FEP)	55	51	80	7.7%	7.9%	10.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. During the 2022-2023 school year, 25 students were reclassified, which is 37% of our EL population! Mrs. Herrera continues to do a fantastic job explaining to students the EL requirements needed to get reclassified. She also continues to make the reclassification process a family commitment, which allows parents to improve their English as well.
2. Our EL coordinator spent a considerable amount of time working with General Ed teachers on increasing EL Strategies in class. She and two general education teachers work closely to support teachers with how to support EL learners in their classes.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	232	243	225	0	236	217	0	235	217	0.0	97.1	96.4
Grade 7	219	226	251	0	222	242	0	219	241	0.0	98.2	96.4
Grade 8	252	205	232	0	195	222	0	193	221	0.0	95.1	95.7
All Grades	703	674	708	0	653	681	0	647	679	0.0	96.9	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2496.	2486.		10.21	10.14		28.51	23.96		26.38	26.27		34.89	39.63
Grade 7		2526.	2527.		9.59	15.77		32.42	27.80		24.20	23.24		33.79	33.20
Grade 8		2540.	2537.		6.74	11.31		34.72	28.96		33.16	28.05		25.39	31.67
All Grades	N/A	N/A	N/A		8.96	12.52		31.68	26.95		27.67	25.77		31.68	34.76

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.62	11.98		61.28	51.61		25.11	36.41
Grade 7		15.98	15.35		61.19	58.51		22.83	26.14
Grade 8		16.58	13.57		60.10	57.92		23.32	28.51
All Grades		15.30	13.70		60.90	56.11		23.80	30.19

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.11	5.12		50.21	51.63		44.68	43.26
Grade 7		14.29	13.75		50.69	53.75		35.02	32.50
Grade 8		7.37	10.86		51.05	53.85		41.58	35.29
All Grades		8.88	10.06		50.62	53.11		40.50	36.83

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.91	11.06		74.89	70.97		13.19	17.97
Grade 7		13.24	12.03		72.15	69.71		14.61	18.26
Grade 8		16.58	13.57		72.54	71.49		10.88	14.93
All Grades		13.76	12.22		73.26	70.69		12.98	17.08

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		14.89	9.68		67.23	67.28		17.87	23.04
Grade 7		16.44	17.84		63.01	61.83		20.55	20.33
Grade 8		17.10	19.00		68.91	62.44		13.99	18.55
All Grades		16.07	15.61		66.31	63.77		17.62	20.62

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

Conclusions based on this data:

1. According to our CASSP ELA data, writing remains a significant challenge for our students. This highlights the need for a more targeted and explicit approach to writing instruction across all grade levels. As we move forward this year, we are committed to placing a stronger emphasis on developing students' writing skills, ensuring they receive the support and guidance necessary to improve in this critical area.
2. Following our assessment of student performance, reading has emerged as the next critical area for improvement. With the district's initiative to re-launch Achieve 3000 across all schools, our focus will be on implementing this program with fidelity and rigor. It is essential that we closely monitor student progress and assess gains to ensure the program's effectiveness and to make data-driven adjustments as needed.
3. In addition to enhancing writing instruction, there is a critical need to focus on research and inquiry skills. These skills are closely linked and essential for developing comprehensive understanding. We need to ensure that these skills are explicitly taught alongside writing and that interim assessments include more questions that reflect research and inquiry processes. This approach will help students become familiar with the question formats and better understand what is being asked, ultimately improving their performance and analytical abilities.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	232	243	224	0	237	219	0	237	219	0.0	97.5	97.8
Grade 7	219	226	250	0	222	243	0	222	243	0.0	98.2	97.2
Grade 8	252	205	232	0	195	223	0	193	222	0.0	95.1	96.1
All Grades	703	674	706	0	654	685	0	652	684	0.0	97.0	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2471.	2480.		8.02	8.22		13.08	18.26		31.22	29.22		47.68	44.29
Grade 7		2494.	2497.		9.91	11.52		14.86	16.46		32.43	28.81		42.79	43.21
Grade 8		2502.	2493.		8.81	9.91		15.03	15.32		24.87	19.82		51.30	54.95
All Grades	N/A	N/A	N/A		8.90	9.94		14.26	16.67		29.75	26.02		47.09	47.37

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.02	9.59		37.13	41.10		54.85	49.32
Grade 7		10.36	13.58		48.20	44.03		41.44	42.39
Grade 8		11.92	8.68		46.63	39.73		41.45	51.60
All Grades		9.97	10.72		43.71	41.70		46.32	47.58

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.86	5.48		47.26	53.88		43.88	40.64
Grade 7		8.56	11.11		52.70	54.32		38.74	34.57
Grade 8		9.33	11.26		52.85	55.41		37.82	33.33
All Grades		8.90	9.36		50.77	54.53		40.34	36.11

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.44	8.22		66.24	64.38		25.32	27.40
Grade 7		11.71	10.29		53.15	60.08		35.14	29.63
Grade 8		8.81	7.21		52.85	52.70		38.34	40.09
All Grades		9.66	8.63		57.82	59.06		32.52	32.31

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Conclusions based on this data:

- Nearly 50% of students are currently performing below standard in the "Concepts and Procedures" area. It is essential for teachers to identify which parts of the CPM curriculum align with these specific claims and the associated standards. Teachers should develop a structured plan to address these standards, incorporating targeted attention on a monthly, weekly, and daily basis to improve student understanding and performance in this critical area.
- Our students continue to struggle in "Problem Solving & Modeling/Data Analysis". To improve student results in this area, our teachers should integrate real-world problems into lessons and encourage students to use a variety of tools and strategies to analyze and solve these problems. Providing frequent opportunities for hands-on practice and guided problem-solving activities will also enhance their skills in applying mathematical concepts to real-world situations.
- Students are performing better in "Communicating Reasoning" compared to the other claims, likely due to our focus on number talks in the classroom. To build on this progress, we need to continue and expand these practices.

Additionally, using Interim assessments more effectively and providing clear, constructive feedback on performance tasks through Go Formative will further support student development in this area. Continued emphasis on these strategies will help address remaining challenges and enhance overall student performance.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1515.8	1515.3	1531.0	1522.8	1536.8	1542.2	1508.1	1493.2	1519.1	15	22	22
7	1506.7	1554.3	1500.5	1511.1	1564.8	1513.7	1501.9	1543.4	1486.8	15	15	24
8	1557.8	1535.7	1532.2	1567.5	1549.5	1543.2	1547.7	1521.4	1520.7	15	17	15
All Grades										45	54	61

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	22.73	31.82	60.00	31.82	22.73	0.00	13.64	22.73	20.00	31.82	22.73	15	22	22
7	26.67	26.67	20.83	20.00	60.00	29.17	33.33	6.67	16.67	20.00	6.67	33.33	15	15	24
8	26.67	29.41	33.33	33.33	29.41	13.33	26.67	29.41	20.00	13.33	11.76	33.33	15	17	15
All Grades	24.44	25.93	27.87	37.78	38.89	22.95	20.00	16.67	19.67	17.78	18.52	29.51	45	54	61

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	60.00	45.45	50.00	20.00	22.73	27.27	13.33	13.64	0.00	6.67	18.18	22.73	15	22	22
7	40.00	40.00	37.50	33.33	46.67	29.17	6.67	6.67	8.33	20.00	6.67	25.00	15	15	24
8	46.67	58.82	33.33	40.00	5.88	33.33	0.00	23.53	0.00	13.33	11.76	33.33	15	17	15
All Grades	48.89	48.15	40.98	31.11	24.07	29.51	6.67	14.81	3.28	13.33	12.96	26.23	45	54	61

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	6.67	4.55	13.64	33.33	13.64	22.73	40.00	45.45	13.64	20.00	36.36	50.00	15	22	22
7	6.67	13.33	4.17	26.67	13.33	12.50	13.33	60.00	20.83	53.33	13.33	62.50	15	15	24
8	13.33	17.65	13.33	33.33	5.88	20.00	26.67	52.94	13.33	26.67	23.53	53.33	15	17	15
All Grades	8.89	11.11	9.84	31.11	11.11	18.03	26.67	51.85	16.39	33.33	25.93	55.74	45	54	61

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	9.09	18.18	66.67	59.09	59.09	13.33	31.82	22.73	15	22	22
7	13.33	6.67	0.00	66.67	80.00	66.67	20.00	13.33	33.33	15	15	24
8	26.67	17.65	13.33	60.00	58.82	46.67	13.33	23.53	40.00	15	17	15
All Grades	20.00	11.11	9.84	64.44	64.81	59.02	15.56	24.07	31.15	45	54	61

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	64.29	63.64	77.27	28.57	18.18	4.55	7.14	18.18	18.18	14	22	22
7	73.33	86.67	70.83	6.67	6.67	4.17	20.00	6.67	25.00	15	15	24
8	66.67	70.59	60.00	26.67	11.76	6.67	6.67	17.65	33.33	15	17	15
All Grades	68.18	72.22	70.49	20.45	12.96	4.92	11.36	14.81	24.59	44	54	61

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	9.09	18.18	33.33	31.82	27.27	46.67	59.09	54.55	15	22	22
7	13.33	13.33	4.17	26.67	60.00	20.83	60.00	26.67	75.00	15	15	24
8	20.00	23.53	13.33	46.67	17.65	26.67	33.33	58.82	60.00	15	17	15
All Grades	17.78	14.81	11.48	35.56	35.19	24.59	46.67	50.00	63.93	45	54	61

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	13.64	18.18	66.67	54.55	63.64	13.33	31.82	18.18	15	22	22
7	13.33	0.00	25.00	46.67	86.67	25.00	40.00	13.33	50.00	15	15	24
8	0.00	5.88	0.00	73.33	88.24	66.67	26.67	5.88	33.33	15	17	15
All Grades	11.11	7.41	16.39	62.22	74.07	49.18	26.67	18.52	34.43	45	54	61

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

Conclusions based on this data:

1. A majority of our students continue to be in the "Beginning" section in the Writing Domain. Students are improving each grade level, but not enough to move into the "Moderately Well" section. Students are with making small incremental growth, or students who are "Well Developed in 6th grade drop to "Moderately Well" in their 7th and 8th grade years.
2. EL students are struggling in the Reading Domain, necessitating the implementation of more targeted reading, writing, and listening strategies across all classrooms. To address this, we have introduced Achieve 3000, a new EL curriculum, a Newcomer ELA class, and the Lexia/PowerUp curriculum, all aimed at enhancing the reading skills of our EL students.
3. EL students are mastering oral language much faster than the other domains. Students have much more time to practice oral language. We need to make the other domains more accessible in every day life as well.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
718	35.9	9.3	0.4
Total Number of Students enrolled in Tierra del Sol Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	67	9.3
Foster Youth	3	0.4
Homeless	2	0.3
Socioeconomically Disadvantaged	258	35.9
Students with Disabilities	168	23.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.9
American Indian	19	2.6
Asian	11	1.5
Filipino	4	0.6
Hispanic	265	36.9
Two or More Races	27	3.8
Pacific Islander	5	0.7
White	373	51.9

Conclusions based on this data:

1. Our SPED student population is growing rapidly, and with the elimination of SDC classes, all students are now in the least restrictive environment. To support teachers effectively, we need schoolwide training on evidence-based practices for the general education classroom to ensure all students receive the appropriate support.
2. Our demographics have shifted significantly over the past two years, with increases in Hispanic, Pacific Islander, and Native American students. However, there has been limited discussion on how we are addressing the needs of our Hispanic students to ensure they feel validated, cared for, and welcomed on campus. With the adoption of our new History curriculum and a focus on cross-curricular planning, we are making strides toward better representing all students in their classes and curriculum.
3. Our socioeconomically disadvantaged population has grown, and we need to enhance our efforts to collect accurate data to support this group. We are working diligently to ensure that every student submits their federal survey cards on time to better understand and support their needs.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have successfully decreased our suspension rate from red to yellow, reflecting the positive impact of our PBIS, social-emotional learning, and restorative justice initiatives. Although there continues to be a significant increase in drug-related offenses than in previous years, our proactive and comprehensive strategies have led to a notable improvement in our suspension data.

2. SPED data in Math and ELA has been declining, but we are optimistic about improvements with the ongoing overhaul of our SPED department since the 2023-2024 school year. Our approach emphasizes shared responsibility for students with disabilities across all teachers, not just case managers or SDC teachers, aiming to drive meaningful gains in student performance.
3. Last year, we faced significant challenges with chronic absenteeism, particularly among Hispanic and EL students. Increased anxiety and alternative education options like virtual learning have contributed to this issue. In response, we are in our second year of implementing specific attendance goals through our dedicated attendance committee. Our focus is to proactively address attendance issues by reaching out to families before students are labeled as chronically absent, aiming to maintain manageable levels and improve overall attendance.

School and Student Performance Data

Academic Performance English Language Arts

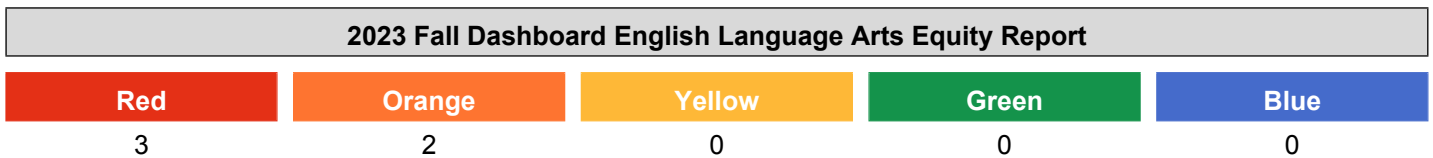
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 31.1 points below standard Maintained -2.5 points 657 Students	<p>English Learners</p>  Red 95.5 points below standard Maintained -2.4 points 68 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 72.2 points below standard Decreased Significantly -15.8 points 232 Students	<p>Students with Disabilities</p>  Red 113.1 points below standard Decreased -12.7 points 156 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
53.9 points below standard Maintained +1.3 points 14 Students	51.3 points below standard Maintained -1 points 18 Students	46.5 points above standard Increased Significantly +38 points 11 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.4 points below standard Decreased -5 points 240 Students	3.4 points below standard Decreased Significantly - 15.3 points 24 Students	Less than 11 Students 5 Students	 Orange 19.3 points below standard Maintained -1.9 points 342 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.6 points below standard Decreased Significantly -21.4 points 36 Students	49.3 points below standard Decreased -8.9 points 32 Students	23.6 points below standard Maintained -1.3 points 554 Students

Conclusions based on this data:

1. Although the numbers are not large enough for significant reporting, we have seen notable improvements in ELA scores among African American and Asian students. This positive trend, while modest in scale, reflects encouraging progress in these student groups.
2. Our current English Learners saw a decrease of -21.4 points in their ELA scores compared to last year, while reclassified students experienced a smaller decrease of -8.9 points. This significant difference highlights that as students reclassify, their ELA performance tends to improve.
3. With Hispanic students representing the largest demographic on our campus, it is crucial to enhance our support for them. This includes targeted support for English Learners (ELs) and reclassified EL students. We need to develop strategies that address the needs of all Hispanic students, regardless of their English proficiency, to ensure their academic success and overall well-being.

School and Student Performance Data

Academic Performance Mathematics

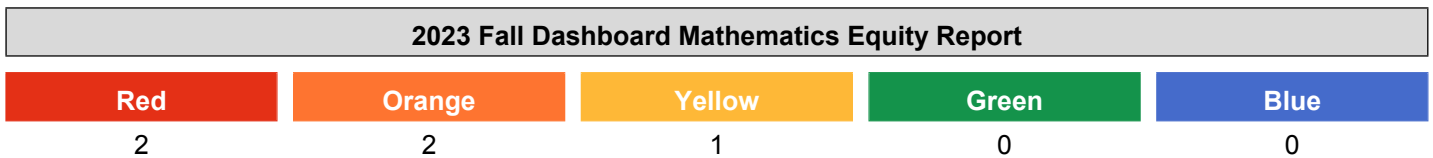
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>72.9 points below standard</p> <p>Maintained +2.7 points</p> <p>651 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>141 points below standard</p> <p>Increased +5.6 points</p> <p>67 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>116.5 points below standard</p> <p>Decreased -10.7 points</p> <p>228 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>147 points below standard</p> <p>Increased +7.4 points</p> <p>153 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>126.4 points below standard</p> <p>Decreased Significantly - 27.2 points</p> <p>14 Students</p>	<p>94.8 points below standard</p> <p>Maintained -1.1 points</p> <p>18 Students</p>	<p>8.8 points above standard</p> <p>Increased Significantly +47.2 points</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Red</p> <p>100.6 points below standard</p> <p>Decreased -6.1 points</p> <p>237 Students</p>	<p>44.3 points below standard</p> <p>Maintained -1.3 points</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	 <p>Yellow</p> <p>57.1 points below standard</p> <p>Increased +9 points</p> <p>339 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>178.7 points below standard</p> <p>Decreased -14.3 points</p> <p>36 Students</p>	<p>97.3 points below standard</p> <p>Increased +6.8 points</p> <p>31 Students</p>	<p>65.4 points below standard</p> <p>Increased +3.1 points</p> <p>548 Students</p>

Conclusions based on this data:

1. This year, we observed a positive increase of 7.4 points in Math scores for students with disabilities, a notable improvement compared to the past three years. This progress reflects our successful efforts to ensure that students with disabilities have access to grade-level materials. The enhancements in our Math department are proving effective, and we will continue to build on this success.
2. This year, while our current EL learners saw a decrease of 14.3 points in Math scores, our reclassified EL students demonstrated a significant improvement, increasing by 6.8 points. This stark contrast highlights the positive impact of reclassification on student performance. The data underscores a notable improvement in Math, suggesting that our reclassification efforts are effective, even as we continue to address challenges in English.
3. This year, all subgroups either increased or maintained their scores, except for African American students, who experienced a significant decrease of 27.2 points. Although the number of students in this subgroup is not statistically significant, it is crucial to address this gap and implement strategies to support African American students in closing the achievement gap compared to their peers.

School and Student Performance Data

Academic Performance English Learner Progress

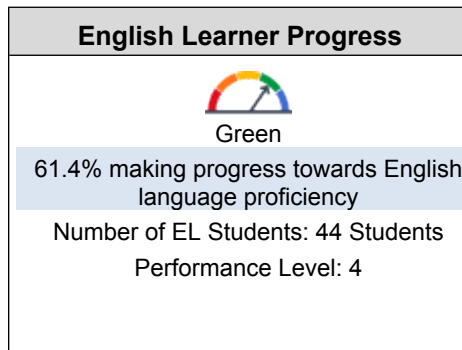
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	11	1	26

Conclusions based on this data:

- Of the 44 students, 26 advanced by at least one ELPI level. This improvement is largely attributed to our exceptional EL coordinator, who dedicates time to training our general education staff in supporting EL students. Despite challenges with English CASSP, this progress demonstrates significant gains in English acquisition and overall student improvement.
- Out of 44 students, 11 students maintained their ELPI level. For those at low levels (1-2H), we will continue to support their English language acquisition both in the general education classroom and through the Newcomer EL class designed to assist Level 1 newcomers. We will closely monitor all students to identify and address any challenges to ensure their continued progress.
- Out of 44 students, only six experienced a decrease in ELPI levels. We will closely monitor these students to identify and address the underlying issues to better support their progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 23.1% Chronically Absent Increased Significantly 3.1 753 Students	English Learners Red 28% Chronically Absent Increased 5.5 82 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Red 37% Chronically Absent Increased Significantly 8.1 297 Students	Students with Disabilities Red 32.4% Chronically Absent Increased Significantly 3.9 179 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.7% Chronically Absent</p> <p>Declined -46.7</p> <p>15 Students</p>	<p>50% Chronically Absent</p> <p>Maintained 0</p> <p>20 Students</p>	<p>0% Chronically Absent</p> <p>Declined -6.3</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>24.5% Chronically Absent</p> <p>Increased Significantly 3.3</p> <p>277 Students</p>	<p>35.7% Chronically Absent</p> <p>Increased 15.7</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p> Red</p> <p>21.1% Chronically Absent</p> <p>Increased Significantly 4.2</p> <p>393 Students</p>

Conclusions based on this data:

1. Our 2023-2024 attendance data shows our Chronic absenteeism increased in every subgroup across the school with the exception of African American students, who decreased by 46.7%!
2. Our EL subgroup increased the most, by 5.5%. To address the increase in chronic absenteeism among EL students, we need to enhance our outreach by providing regular updates and support resources in the students' native languages. We also need to implement personalized follow-ups to identify and address barriers specific to cultural and holiday-related absences, and ensure that these communications are sensitive to the diverse needs of the families.
3. Two or more races have the highest percentage of chronically absent. Programs like CREW connect students to school. Hopefully CREW plus the combination of rich, interesting curriculum will give our students buy-in and connection to want to come to school.

School and Student Performance Data

Conditions & Climate Suspension Rate

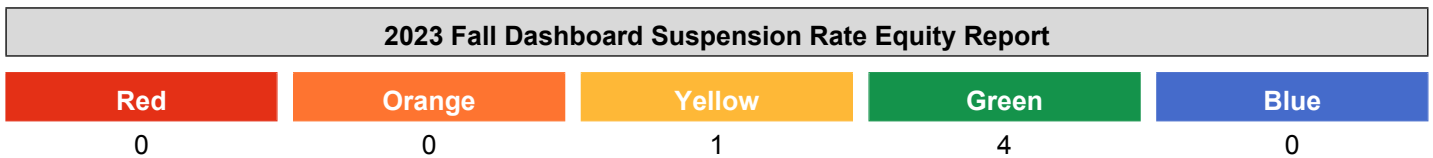
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Green	Less than 11 Students 4 Students
4.1% suspended at least one day	6% suspended at least one day	
Maintained 0 763 Students	Declined -1.7 84 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Green	 Green
	5.3% suspended at least one day	7.1% suspended at least one day
	Declined -1.2 302 Students	Declined -0.6 182 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>5.9% suspended at least one day</p> <p>Declined -0.4 17 Students</p>	<p>10% suspended at least one day</p> <p>Increased 2.9 20 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>4.3% suspended at least one day</p> <p>Maintained -0.2 281 Students</p>	<p>3.6% suspended at least one day</p> <p>Increased 3.6 28 Students</p>	<p>Less than 11 Students 5 Students</p>	<p> Green</p> <p>3.5% suspended at least one day</p> <p>Declined -0.6 397 Students</p>

Conclusions based on this data:

1. We achieved a 0.6% reduction in suspensions for our SPED students. Moving forward, we will continue to implement restorative practices that emphasize learning from actions and repairing relationships affected by behavioral issues.
2. We achieved a 0.4% reduction in suspensions for our African American students and maintained a 0.2% decrease in suspensions for Hispanic students. We will continue to support these efforts through our mentoring groups dedicated to African American and Hispanic students.
3. Our suspension rate for American Indian students has increased by 2.9%. To address this, we will enhance our outreach by connecting with our Barona contacts and utilizing district Native American support resources.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

By June 2025, we will increase the use of inclusive teaching practices in our classrooms by 50%. This will be achieved by providing professional development, resources, and support for teachers starting in August 2024. Progress will be measured through classroom observations, teacher self-assessments, and student feedback, ensuring that all students have equal access to learning opportunities and feel valued and supported in their educational journey. Regular progress reviews will be conducted to monitor and adjust the implementation as needed.

Lead Measure #1: By September 2024, teachers will choose three specific inclusive teaching practices that the subject level team will focus on throughout the year (one each trimester.)

Lead Measure #2: By the end of September 2024, all grade levels will identify and incorporate at least two common instructional strategies and communicate them to students in kid-friendly language.

Lead Measure #3: By December 2024, all teachers will implement the chosen inclusive teaching practices in their classrooms, with at least 75% of classrooms demonstrating observable use of these practices in action. We aim for a 25% increase in the frequency and effectiveness of these practices from Fall 2024 to December 2024, based on classroom observations and teacher self-assessments. By the end of the school year, we expect further growth, with 90% of classrooms effectively utilizing these inclusive practices and showing an overall improvement of 50% in implementation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Competencies.

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.

In reviewing both Dashboard and local data, we identified significant areas in need of improvement. In ELA, there was a notable decline in the number of students reaching proficiency, with every subgroup except African American and Asian students experiencing decreases. SPED students were particularly impacted, showing a marked decline in performance. While we saw some gains in Math, the overall percentage of students reaching proficiency remains low, indicating a need for targeted intervention. To address these gaps, we are implementing strategies focused on differentiated instruction, targeted support for SPED and underperforming subgroups, and ongoing progress monitoring to ensure all students have the opportunity to succeed.

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
Achieve 3000, NWEA MAPS, CAASSP, ELPAC, Performance Task Assessments	Currently, 30% of our teachers are effectively using inclusive strategies that are clearly communicated to students and aligned with grade-level standards.	By June 2025, 100% of our teachers will be using inclusive teaching strategies that are communicated in student-friendly language and consistently monitored to ensure alignment with grade-level standards and effectiveness in improving student outcomes.

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	<ul style="list-style-type: none"> Students will participate in Math Talks for 48 minutes at least once a week. Along with the agreed-upon inclusive teaching strategies, grade level teachers will develop a list of common-language vocabulary that will be used in every class. Students will utilize a new note taking strategy of math notebooks to match science notebooks students use throughout the year. Students will use Achieve 3000 at least twice a week in order to increase reading comprehension. Students will read a variety of expository text to increase comprehension and research/inquiry skills. 	All students, Tier 2 and 3 students	10,800 Title I 0001-0999: Unrestricted: Locally Defined Amplify Desmos 2641.51 Title I 0001-0999: Unrestricted: Locally Defined Scholastic Scope subscription for ELA, Science, and EL students Unrestricted Lottery 0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined
1.2	Math and English teachers will teach key standards, developed by the curriculum framework. Math and ELA teachers are following the framework and curriculum roadmaps. From the performance task data, teachers will reteach identified standards. Teachers will also meet during the summer and specific times during the year to create assessments, analyze data, identify key standards that need to be retaught, etc. SPED teachers will also meet periodically with Gen Ed teachers to plan co-teaching strategies, identify extra support during academic support, and to help write goals that focus on the alignment and calibration work.	All students	15,000 LCFF Base 0001-0999: Unrestricted: Locally Defined Planning Meetings for ELA, Science, and Math teachers (for subs or summer planning)

1.3	Every teacher will participate in a Professional Learning Communities with team members three times a month for 60 minutes each meeting to create and administer performance tasks, review assessments results and plan next steps.	All students, specifically EL students	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined LCFF Base
1.4	By March 2024, all ELA, Math, and Immersion teachers will work with EL and SPED teachers to identify best practices, and teach a specific strategy per trimester to facilitate writing standards and discussion protocols. Supplemental curriculum for EL and SPED learners are purchased and used with fidelity throughout the year to increase reading comprehension support.	EL students	2000 ELA, Math, and Immersion teachers with EL curriculum in classes to facilitate writing standards and discussion protocols. 3583 Title I Newcomer National Geographic Engage Curriculum 6000 Lexia and PowerUp Online curriculum for EL students
1.5	Students will be pulled in small groups to work with loss mitigation teachers in ELA and/or Math to work on foundational skills and fluency 183 minutes a week for six weeks.	Academically at-risk students, Tier 2 and 3 students	
1.6	By the end of trimester 2, ELA and Math teachers will create and administer three performance tasks for all students. Teachers will analyze data to inform instruction.	All students	
1.7	All Newcomer and Level 1 students will be provided with an ELA class that has smaller class size and focuses on ELD standards, learning survival English, reading, ELPAC goals	EL students	1000 Title I Supplemental curriculum, materials, lessons, activities for students 4000 Pull-out time for Mrs. Will, Mr. McCoy and Mrs. Herrera to meet on progress and goals.
1.8	Each month, RSP teachers will meet with their grade-level ELA and Math counterpart to disaggregate and discuss assessment data (MAPS (pre/post), Achieve) to discuss student progress in specified ELA and Math standards to support access to grade- level content.	SPED Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Beginning in August 2024, we focused on providing professional development, resources, and ongoing support to equip teachers with the tools they need to adopt and implement these strategies. By September 2024, teachers selected three specific inclusive practices to concentrate on throughout the year, allowing for focused, in-depth improvement in their teaching methods. Additionally, grade-level teams will work to identify and incorporate common instructional strategies that will be communicated to students in kid-friendly language, ensuring that the inclusive practices are accessible and understandable for all students.

By December 2024, we expect at least 75% of classrooms to demonstrate observable use of the chosen practices, with a 25% increase in both frequency and effectiveness from the start of the school year. By June 2024, 90% of classrooms will be effectively utilizing inclusive practices, ultimately leading to a 50% improvement in implementation, and ultimately an increase in academic assessment scores. Regular monitoring through classroom observations, teacher self-assessments, and student feedback will be observed throughout the year.

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

There is no major difference.

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.

As we continue to work towards achieving our goal of increasing the use of inclusive teaching practices by 50%, additional support and resources may be necessary to further enhance teacher effectiveness. Throughout the year, if we identify new supplemental activities, programs, or tools that can better support our teachers in implementing these strategies, we will consider adding these expenditures to the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social Emotional Goal

By June 2025, we will reduce the number of behavior infractions by 30%, compared to the 2023-2024 school year, through the school-wide implementation of Positive Behavioral Interventions and Supports (PBIS). Progress will be monitored through Infinite Campus and Jupiter Grades, with regular reviews and adjustments made to ensure the effectiveness of the program.

Lead Measure #1: Starting in August 2024, all staff members will receive PBIS training, a PBIS team will be established, and clear behavior expectations and recognition systems will be developed.

Lead Measure #2: By September 2024, TdS teachers and staff will create a plan for whole school implementation (posters in each classroom, school wide implementation to students and parents, etc.) During grade level PLC meetings, staff will ensure they are discussing and revising PBIS rubrics as needed.

Lead Measure #3: By the end of December 2024, implement a mid-year review of PBIS effectiveness based on behavior data collected up to that point. The goal is to reduce behavior logs in Jupiter by 15% and behavior incidents in Infinite Campus by 10% compared to the same period in the 2023-2024 school year (end of each trimester). This review will help determine if the current PBIS strategies are effective or if adjustments are needed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: All students will receive support that enables them to thrive socially and emotionally, including the celebration of diversity within our community and affirmation of the importance of our common humanity

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.

Based on the comprehensive needs analysis, several areas require significant improvement to address the gaps in student support and engagement, as well as perceptions of school safety and inclusivity. Although there have been some positive trends, such as slight increases in academic motivation, school connectedness, and meaningful participation, other critical areas, particularly related to school safety and student well-being, still lag behind. Both student and parent surveys indicate concerns about school safety and discrimination, with 39% of students experiencing discrimination and only 42% of parents feeling their child is safe at school. Additionally, despite improvements in caring adult relationships, the need for more inclusive classroom opportunities, cultural sensitivity, and better communication between the school and families remains evident.

To address these areas of concern, the school must prioritize creating a safer, more inclusive environment through initiatives like anti-bullying programs, cultural awareness activities, and expanding student and parent engagement opportunities. Enhancing communication between staff, students, and families will also be crucial in building trust and ensuring that all stakeholders are aligned with the school's goals. Addressing behavioral issues in the classroom, as highlighted by both staff and parents, is essential for minimizing disruptions to learning and fostering a more supportive academic environment for all students. These steps will help bridge the gaps identified in the data, ultimately leading to a more positive and effective educational experience for the entire school community.

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
JG Behavior Log data, Infinite Campus Behavior Management Data, Referral Data (Google Docs) SEL Survey	During the 2023-2024 school year, our school recorded a total of 13,944 behavior logs in Jupiter Grades. These incidents were categorized as follows: 10,707 minor offenses, 2,896 moderate offenses, and 341 severe offenses. Additionally, 142 behavior incidents were documented in Infinite Campus.	The expected outcome by the end of December 2024 would be a reduction in behavior logs in Jupiter Grades from 13,944 to approximately 11,852 (a decrease of 2,092 logs). Additionally, the number of behavior incidents in Infinite Campus would decrease from 142 to around 128 incidents (a reduction of 14 incidents). These numbers would serve as benchmarks for the mid-year review, helping us determine whether the current PBIS strategies are effective or if further adjustments are necessary to achieve the overall goal of a 30% reduction by June 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The counselor will create a success plan for 100% of students who have under a cumulative GPA of 2.0 by the end of each trimester. The counselor will meet with students twice a month and parents once a month for the length of the trimester. Counselor will present at 100% of grade level meetings to discuss individual plans and collect feedback on students. One general education teacher will serve as a mentor for students throughout the year, including checking grades, creating relationships with parents, talking to teachers about work completion, etc.	At-Risk students, students under a 2.0	0001-0999: Unrestricted: Locally Defined
2.2	Under the counselor's direction, all teachers will provide check in-check out opportunities twice a month, using check in check out sheet. Counselor will create videos for CREW once a month. Counselor recreated master schedule to ensure small CREW and WINN activities were available for all students. The counselor will provide one specific monthly lesson that are consistent with the focused skill of the month for the rest of the year.	All students	5044.69 LCFF Base 0001-0999: Unrestricted: Locally Defined Yearly Extra Pay for Counselor - July-August master schedule work
2.3	The school creates PBIS posters that show expected GLOW behaviors. These posters are in every classroom and in other places around campus.	all students	2000.00 LCFF Base 0001-0999: Unrestricted: Locally Defined Notebooks and Supplies for students

2.4	Students and staff will participate in 5-star to minimize wandering on campus and hold all stakeholders accountable for monitoring students throughout the day.	All students	2,500 0000: Unrestricted 5 Star Programs
2.5	The PBIS team will meet periodically throughout the year to review behavior data, assess the effectiveness of current strategies, and make necessary adjustments to ensure that the school's behavior goals are being met. These meetings will also provide an opportunity to identify emerging issues, refine interventions, and support staff in implementing PBIS consistently across the school.	All students during PE	5000 LCFF Base Teacher extra pay for meeting
2.6	Male Mentoring Club will continue this year on campus to decrease the number of at-risk males on campus.	At-risk males	6000 Unrestricted Lottery Male Mentoring program
2.7	Vape Monitors will be monitored decrease the amount of vaping on campus.	At-Risk students	500 Title I Vape Monitor renewal subscription

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The goal to reduce the number of behavior infractions by 30% through the implementation of Positive Behavioral Interventions and Supports (PBIS) will be attainable by having consistent training, clear communication, and data-driven adjustments. The implementation will begin with comprehensive PBIS training for all staff members, ensuring a shared understanding of expectations and strategies. A PBIS team will be established to oversee the rollout and monitor progress, with clear behavior expectations and recognition systems, such as GLOW points, being developed and communicated to both students and parents.

Throughout the year, regular meetings will be held to review behavior data from Jupiter Grades and Infinite Campus, allowing the PBIS team to assess the effectiveness of the strategies in place. As a result, it is expected that there will be a measurable decrease in behavior infractions, particularly in minor and moderate incidents. Regular communication of expectations and recognition of positive behavior will help reinforce desired behaviors, leading to the overall success of the program.

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.

Based on the ongoing analysis and progress toward the goal of reducing behavior infractions by 30% through the implementation of PBIS, several adjustments may be made to enhance the effectiveness of the strategies and activities:

Supplemental Activities and Programs: As we continue to implement PBIS, we may identify additional activities, programs, or resources that could further support our teachers and students. If new needs arise, such as specialized training or tools, these will be added to the SPSA throughout the year to ensure our staff has the necessary support to achieve the goal.

Data-Driven Adjustments: If mid-year data indicates that the current strategies are not yielding the expected reductions in behavior infractions, we will adjust our approach. This may involve refining existing PBIS interventions, increasing the frequency of recognition for positive behaviors, or introducing targeted interventions for specific groups of students.

Expanded Monitoring and Feedback: To ensure that all classrooms are consistently applying PBIS practices, we may expand our monitoring efforts, including more frequent classroom observations and surveys. This will allow us to gather real-time feedback and make necessary adjustments to support teachers in implementing PBIS effectively.

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.

Innovation Goal

100% of TDS students will participate in at least one project that is connected to a cross-curricular unit or culminating task that combines proficiency in standards, UDL, STEAM, and Design Thinking by May 2025.

Lead Measure #1: Each of the cross curricular projects (6,7,8) will incorporate one practice from a core class (Science and Engineering Practice from Science, Argument and evidence from ELA, etc) that are involved in support of the overall project. Each core content department will work to develop/utilize common language in support of cross curricular work.

Lead Measure #2: By the end of May 2025, TdS will have at least two specific established college career pathways and an established pathway elective.

Lead Measure #3: Teachers will meet after the completion of cross-curricular projects to reflect on student feedback and modify the project.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Innovation and Student Well-Being: The district and school site will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged,

Identified Need

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

The identified need is to enhance the effectiveness and impact of cross-curricular projects. While 90% of students participated in such projects last year, only 65% demonstrated proficiency in their projects. This indicates a gap between participation and the quality of the projects. To address this, all teachers not only participate in but also design and implement cross-curricular units that are deeply connected to the standards and learning objectives for each subject.

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
Cross-Curricular Design Rubrics Design Thinking Rubric Pre- and Post project surveys	At the end of the 2023-2024 school year, 97% of Immersion students completed their Immersion Portfolio projects. All classes participated in a cross curricular culminating activity, but only 64% of students completed it at proficiency level. We aim to increase that this year.	Every student will participate in a grade-level cross-curricular project or culminating task by the end of 2024-2025 school year.

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	All immersion students will complete the Spanish or Mandarin Portfolio Presentation by June 2024.	Immersion Students	
3.2	Over the 2024-2025 school year, TdS will increase enrollment in Robotics, Femeineers, PLTW, and VEX classes by 25%. In the 2022-2023 school year, TdS will Increase student connections in school by offering 3 more sections of Project Lead The Way course offerings to increase interest in the STEM elective.	Femineers/PLTW/Robotics/VEX students	3910.47 LCFF Base 0001-0999: Unrestricted: Locally Defined PLTW/Robotics/Vex Supplies, VEX Registration Unrestricted Lottery 0001-0999: Unrestricted: Locally Defined 850 LCFF Base PLTW Renewel Cost 1,500 PLTW Resources (Medical Detectives)
3.3	Each Science class will have at least three hands-on activities each month to support high engagement opportunities.	All students	500 LCFF Base 0001-0999: Unrestricted: Locally Defined Purchase 170 Sheep Eye for students to study and dissect. 500 LCFF Base 0001-0999: Unrestricted: Locally Defined Money allocated to Science materials for science activities. Science Night 2023
3.4	Teachers and admin will work with Lakeside Chambers to solidify career internship opportunities for students that exemplify the LUSD Profile characteristics.	All Students	
3.5	TDS will have our annual college and career fair, which will include opportunities to showcase our electives, including band, percussion, dance, drama, and all levels of Art. Increase interest in college and career readiness by having a virtual 8th grade College/Career night on campus and other signature programs that promote college and career readiness.	All students	3,000 LCFF Base 0001-0999: Unrestricted: Locally Defined Supplies for the College and Career Fair 2,000 LCFF Base 0001-0999: Unrestricted: Locally Defined

			Create promotional videos highlighting 8th grade College/Career night, and other signature programs on campus that support college and career readiness. 500 LCFF Base 0001-0999: Unrestricted: Locally Defined College materials that promote awareness across campus
3.6	Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Confucius Institute for the academic school year.	Mandarin Immersion Students	1500 LCFF Base 0001-0999: Unrestricted: Locally Defined Visa fees and processing fees to Confucius Institute for Interns 2000 Title I Conferences for our Immersion teachers to improve skills
3.7	Increase student connections in school and college and career readiness by offering and implementing Femineers Program	female students	
3.12	add one for EL		LCFF Base 0001-0999: Unrestricted: Locally Defined LCFF Base 0001-0999: Unrestricted: Locally Defined
3.15	add one to SPED		LCFF Base 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To achieve the goal of having 100% of TdS students participate in meaningful cross-curricular projects, we will implement a range of strategies starting from August 2024. Each cross-curricular project will incorporate practices from core subjects, such as Science and Engineering Practices from Science or Argument and Evidence from ELA. This integration will be supported by core content departments developing and utilizing common language to ensure

coherence and alignment across disciplines. By the end of May 2025, we will also establish at least two specific college and career pathways and pathway electives to provide students with tangible connections to future opportunities.

The effectiveness of these strategies will be evaluated based on student participation and the quality of their projects. We aim for all teachers to engage in at least one cross-curricular unit each year, ensuring that these projects are not only completed but are also meaningful and aligned with the expected standards. This approach will be monitored through regular reflections and feedback sessions after each project, allowing for adjustments and improvements. The overall success of the implementation will be measured by an increase in the percentage of students demonstrating proficiency in their projects, with a target of moving from 65% proficiency last year to a higher percentage by May 2025. Regular reviews and feedback will be used to refine the process and ensure that the projects effectively meet educational standards and student needs.

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

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

Based on the ongoing analysis and progress towards the goal of having 100% of TdS students participate in meaningful cross-curricular projects, some strategies may change or be added throughout the year:

We will refine the criteria for cross-curricular projects to ensure they are closely aligned with the expected standards and educational goals. This will involve creating detailed rubrics and guidelines that emphasize not just participation, but also the proficiency and relevance of the projects. Changes to these criteria will be documented and updated in the SPSA under the section dedicated to instructional strategies and curriculum enhancements.

Additional professional development will be provided for teachers to support the implementation of high-quality, standards-aligned projects. This training will focus on integrating UDL, STEAM, and Design Thinking effectively into project-based learning. We will also place a stronger emphasis on post-project reflections and feedback sessions to continuously improve project design and execution. This will involve structured opportunities for teachers to collaborate and review student work to identify areas for improvement. I do not foresee any costs needed for this step.

The establishment of college and career pathway electives will be prioritized to enhance the relevance of cross-curricular projects. This will ensure that students can see clear connections between their projects and future career opportunities.

Adjustments to Metrics: Metrics for evaluating the success of cross-curricular projects will be updated to focus not only on participation rates but also on the quality and proficiency of student work. Specific benchmarks for project proficiency will be added to the SPSA under assessment and evaluation sections.

These changes will be integrated into the SPSA to ensure that all strategies and activities are aligned with the goal of increasing student proficiency in cross-curricular projects and providing meaningful learning experiences.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Title I Parent Involvement Goal

By June 2025, TdS will hold at least six opportunities for parents to participate in supporting their children's education on campus. During those opportunities, we would like to have over 5% attendance at each event, as measured by sign-in sheets, Interpreters will be available for non-English speaking families.

Lead Measure #1: Starting in August 2024, teachers and administration will solidify two events per trimester and secure dates.

Lead Measure #2: During fall 2024, admin and select teachers will write CREW curriculum that will provide the foundation for the multicultural fair.

Lead Measure #3: By June 2025, we will reduce the overall chronic absenteeism rate by 20% and specifically decrease chronic absenteeism among English Learners (ELs) and Special Education (SPED) students by 25%. We will achieve this by implementing targeted outreach strategies, including personalized follow-ups, multilingual communication, and culturally responsive support systems. Our efforts will include increasing family engagement through regular updates and support resources, as well as addressing

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

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.

A significant need has been identified to address chronic absenteeism, particularly within our EL and SPED populations. Despite efforts to improve overall attendance, these groups continue to face barriers that contribute to higher rates of absenteeism. We need to implement more targeted strategies that address language barriers, cultural differences, and special education needs, ensuring that our support mechanisms are effective and responsive. This includes enhancing communication with families, providing additional resources, and implementing tailored interventions to better support these students and improve their overall attendance.

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
Sign-In Sheets, Past Attendance data, A2A data		We increase participation by 5%. Of a population of 720 students, we are hoping to see at least 35-40 parents at each school event.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Offer a variety of parent evening and day events. Events will be informational, and will spotlight special talents and groups. Promote PIQUE next year!		1500 Title I Parent Involvement Create opportunities for our parents to volunteer and help.
4.2	Have teachers promote specific events with extra credit and incentives	All students	2,194.00 LCFF Base 0001-0999: Unrestricted: Locally Defined Cost of Jupiter Grades
4.3	Create fliers and other school information in the specific student language for EL students and parents		3000 LCFF Base 0001-0999: Unrestricted: Locally Defined Copy Lease, Rent, Repair Copy Machines
4.4	Get interpreters from African Alliance at each activity.		4000 LCFF Base 0001-0999: Unrestricted: Locally Defined Translation Services throughout the year

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

To achieve our goal of enhancing parent engagement and reducing chronic absenteeism, we will implement several targeted strategies. These include regular communication with parents through multilingual updates, the establishment of dedicated support resources, and personalized follow-ups to address barriers to attendance. We will also introduce initiatives to foster stronger connections between families and the school, such as parent workshops, volunteer opportunities, and community events. For chronic absenteeism, particularly among English Learners (EL) and Special Education (SPED) students, we will deploy specific interventions that cater to their unique needs, including additional support services and culturally sensitive outreach from our office staff and Parent liaison.

The effectiveness of these strategies will be monitored through consistent tracking of attendance data through Infinite and A2A, and feedback from parent engagement activities. We will assess the impact of these interventions by measuring improvements in attendance rates and increased parent participation. Adjustments will be made as necessary based on ongoing evaluations to ensure that the strategies are meeting the intended goals and effectively supporting our students' attendance and overall engagement with their education.

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.

As we see our parent's needs change throughout the year we will be flexible in the budget to provide them with what they need. For example, we may add childcare and/or food cots to entice more parents on campus, especially in the evening.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

By June 2025, we will reduce the overall chronic absenteeism rate by 20% and specifically decrease chronic absenteeism among English Learners (ELs) and Special Education (SPED) students by 25%. We will achieve this by implementing targeted outreach strategies, including personalized follow-ups, multilingual communication, and culturally responsive support systems.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

TDS has been in ATSI for chronic absenteeism for SPED students. While analyzing data, we noticed a high number of EL students who also have high chronic absentee rates. We need to work together to improve this issue.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	- Increase communication w/parents re: attendance through social media, KTDS, email blasts, and parent/school opportunities.	All students	
5.2	- Work w/ASB to increase our "fun dates", dances and their school activities on high absence days.	All Students	
5.3	- Develop incentives (personal, classroom, and school) that increase attendance interest.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,023.67
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$20,524.51
Title I Parent Involvement	\$1,500.00

Subtotal of additional federal funds included for this school: **\$22,024.51**

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 (\$)
	\$16,000.00
LCFF Base	\$48,999.16
Unrestricted Lottery	\$6,000.00

Subtotal of state or local funds included for this school: **\$70,999.16**

Total of federal, state, and/or local funds for this school: **\$93,023.67**

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	56,480.90	35,956.39
Title I Parent Involvement	1,065.00	-435.00
Unrestricted Lottery	45,294.00	39,294.00
LCFF Base	45,294.00	-3,705.16
Prop 28	91,186.00	91,186.00

Expenditures by Funding Source

Funding Source	Amount
	16,000.00
LCFF Base	48,999.16
Title I	20,524.51
Title I Parent Involvement	1,500.00
Unrestricted Lottery	6,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	23,583.00
0000: Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	56,590.67

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		13,500.00
0000: Unrestricted		2,500.00
	LCFF Base	5,850.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	43,149.16
	Title I	7,083.00

0001-0999: Unrestricted: Locally Defined	Title I	13,441.51
	Title I Parent Involvement	1,500.00
	Unrestricted Lottery	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,024.51
Goal 2	21,044.69
Goal 3	16,260.47
Goal 4	10,694.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Leslie Hardiman	Principal
Kim Klinko	Classroom Teacher
Holly King	Classroom Teacher
Danielle Lopez	Classroom Teacher
Lucia Gonzalez	Classroom Teacher
Lisa Ruiz	Other School Staff
Sheena Figueroa	Parent or Community Member
Danielle Declich	Parent or Community Member
Elliana Comiskey	Secondary Student
Alex Carey	Secondary Student

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Principal Advisory Committee School Safety 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 06/03/2024.

Attested:

	Principal, Dr. Leslie Hardiman on 06/03/2024
	SSC Chairperson, Sheena Figueroa on 06/03/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Middle School	37-68189-6038350	May 2024	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

LMS school site plan aligns with district board and LCAP goals in student achievement, twenty first century learning, and social emotional supports by monitoring student achievement data and social emotional data. LMS is also working with all stakeholders to monitor any achievement gaps and restructuring systems that may cause inequality for certain student groups. Data will be monitored by staff and school site council and adjustments made as deemed necessary

Educational Partner Involvement

How, when, and with whom did Lakeside Middle 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

LMS' School Site Council (SSC) meets regularly during the school year as part of a cycle of improvement to review and update the school plan (including proposed expenditures of Title I funds). LMS' school goals are based upon a comprehensive needs assessment that includes the analysis of state data, including information displayed on the CA School Dashboard. Other district and school data, including benchmark assessments, attendance data, and suspension data, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with LUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and Instructional Leadership team, and school site council. The LMS SPSA addresses how LCFF and Title I funds will be used to improve the academic performance, attendance rate, and suspension rates for all students.

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.

We identified the following resource inequities:

- We have a high number of students who are disconnected from school.
- This year we have a higher number of students who are having social emotional issues and who are in need of counseling and/or mental health services.
- Our EL students and SPED students are struggling within the General Ed setting and did not meet the expected growth in the ELPAC and on MAPS assessments.

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.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside Middle 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	0.98%	1.04%	0.89%	7	7	6
African American	3.23%	2.96%	2.36%	23	20	16
Asian	0.84%	1.33%	1.33%	6	9	9
Filipino	1.83%	2.22%	1.48%	13	15	10
Hispanic/Latino	34.97%	35.21%	35.75%	249	238	242
Pacific Islander	0.42%	0.3%	0.44%	3	2	3
White	53.93%	51.78%	52.58%	384	350	356
Multiple	3.65%	5.18%	5.17%	26	35	35
Total Enrollment				712	676	677

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	204	219	258
Grade 7	266	201	222
Grade 8	242	256	197
Total Enrollment	712	676	677

Conclusions based on this data:

1. Declining enrollment in all groups.
2. Subgroup numbers remain consistent.
3. Hispanic / Latino groups showing slight increase year to year.

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	56	53	41	6.3%	7.9%	6.1%
Fluent English Proficient (FEP)	62	50	47	7.6%	8.7%	6.9%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Number of English Learners stabilized over past three years
2. Number of Fluent English Proficient showing slight decrease
3. RFEP remains steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	269	199	220	0	193	215	0	193	215	0.0	97.0	97.7
Grade 7	249	260	203	0	244	198	0	244	198	0.0	93.8	97.5
Grade 8	249	237	252	0	216	234	0	216	234	0.0	91.1	92.9
All Grades	767	696	675	0	653	647	0	653	647	0.0	93.8	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2513.	2504.		12.44	8.84		30.57	33.95		27.98	26.05		29.02	31.16
Grade 7		2542.	2549.		13.93	10.10		36.07	41.92		26.64	27.27		23.36	20.71
Grade 8		2540.	2549.		11.11	12.39		32.87	31.20		26.85	30.34		29.17	26.07
All Grades	N/A	N/A	N/A		12.56	10.51		33.38	35.39		27.11	27.98		26.95	26.12

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.54	13.95		59.59	55.35		24.87	30.70
Grade 7		14.34	14.14		65.98	66.67		19.67	19.19
Grade 8		13.89	16.24		57.41	57.69		28.70	26.07
All Grades		14.55	14.84		61.26	59.66		24.20	25.50

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

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		12.95	10.28		55.96	59.35		31.09	30.37
Grade 7		23.77	20.20		52.46	60.10		23.77	19.70
Grade 8		14.35	14.10		56.02	56.41		29.63	29.49
All Grades		17.46	14.71		54.67	58.51		27.87	26.78

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.36	8.84		76.17	73.49		13.47	17.67
Grade 7		13.11	8.59		79.10	80.81		7.79	10.61
Grade 8		14.35	13.25		70.37	76.50		15.28	10.26
All Grades		12.71	10.36		75.34	76.82		11.94	12.83

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.03	13.02		67.36	64.65		17.62	22.33
Grade 7		11.48	17.68		66.39	66.16		22.13	16.16
Grade 8		15.28	16.24		63.89	71.37		20.83	12.39
All Grades		13.78	15.61		65.85	67.54		20.37	16.85

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

Conclusions based on this data:

1. Percentage of students above standard in all claims decreasing.
2. Overall percentage exceeding standards decreasing in grades 6 & 7, remains steady in grade 8
3. Percentage not meeting standard in reading showing sharp increase resulting in a need of increased reading intervention.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	269	199	220	0	191	214	0	191	214	0.0	96.0	97.3
Grade 7	249	260	203	0	242	199	0	242	199	0.0	93.1	98.0
Grade 8	249	237	252	0	207	235	0	207	235	0.0	87.3	93.3
All Grades	767	696	675	0	640	648	0	640	648	0.0	92.0	96.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2492.	2487.		7.33	6.54		19.37	16.36		35.08	38.79		38.22	38.32
Grade 7		2512.	2510.		7.02	10.55		25.62	20.60		32.64	31.16		34.71	37.69
Grade 8		2507.	2526.		9.66	12.34		13.04	17.87		28.99	27.23		48.31	42.55
All Grades	N/A	N/A	N/A		7.97	9.88		19.69	18.21		32.19	32.25		40.16	39.66

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

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.90	7.94		53.40	50.93		37.70	41.12
Grade 7		9.50	10.55		56.61	56.78		33.88	32.66
Grade 8		8.70	12.34		50.24	48.94		41.06	38.72
All Grades		9.06	10.34		53.59	52.01		37.34	37.65

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.24	6.07		58.64	57.48		36.13	36.45
Grade 7		9.09	9.55		68.18	59.30		22.73	31.16
Grade 8		11.59	11.49		54.59	63.83		33.82	24.68
All Grades		8.75	9.10		60.94	60.34		30.31	30.56

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.38	7.48		66.49	69.16		25.13	23.36
Grade 7		6.61	11.56		69.83	59.30		23.55	29.15
Grade 8		10.14	8.09		59.90	64.26		29.95	27.66
All Grades		8.28	8.95		65.63	64.35		26.09	26.70

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

Conclusions based on this data:

1. Percentage of students above standard declining in all claims.
2. Percentage at or near standard for communicating reasoning showing slight increase
3. Overall for met or exceeded remaining steady, slight increase in number not meeting standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1515.2	1543.5	1519.1	1514.8	1551.6	1534.8	1515.1	1534.9	1502.6	19	13	16
7	1514.3	1527.0	*	1527.5	1526.9	*	1500.5	1526.4	*	14	24	9
8	1552.1	1514.9	1567.3	1570.8	1529.5	1587.2	1532.7	1499.9	1547.0	16	15	26
All Grades										49	52	51

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.79	38.46	12.50	26.32	30.77	37.50	42.11	30.77	37.50	15.79	0.00	12.50	19	13	16
7	28.57	20.83	*	21.43	37.50	*	28.57	20.83	*	21.43	20.83	*	14	24	*
8	37.50	20.00	38.46	18.75	20.00	26.92	18.75	33.33	19.23	25.00	26.67	15.38	16	15	26
All Grades	26.53	25.00	27.45	22.45	30.77	29.41	30.61	26.92	29.41	20.41	17.31	13.73	49	52	51

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.32	53.85	43.75	52.63	30.77	43.75	10.53	15.38	6.25	10.53	0.00	6.25	19	13	16
7	35.71	37.50	*	35.71	25.00	*	7.14	20.83	*	21.43	16.67	*	14	24	*
8	37.50	40.00	53.85	37.50	26.67	26.92	12.50	13.33	7.69	12.50	20.00	11.54	16	15	26
All Grades	32.65	42.31	45.10	42.86	26.92	39.22	10.20	17.31	5.88	14.29	13.46	9.80	49	52	51

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	7.69	6.25	10.53	23.08	0.00	47.37	61.54	31.25	31.58	7.69	62.50	19	13	16
7	0.00	8.33	*	14.29	16.67	*	35.71	45.83	*	50.00	29.17	*	14	24	*
8	6.25	0.00	11.54	31.25	13.33	30.77	31.25	33.33	26.92	31.25	53.33	30.77	16	15	26
All Grades	6.12	5.77	7.84	18.37	17.31	19.61	38.78	46.15	31.37	36.73	30.77	41.18	49	52	51

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.26	15.38	12.50	73.68	69.23	75.00	21.05	15.38	12.50	19	13	16
7	14.29	12.50	*	57.14	58.33	*	28.57	29.17	*	14	24	*
8	18.75	13.33	26.92	43.75	46.67	53.85	37.50	40.00	19.23	16	15	26
All Grades	12.24	13.46	19.61	59.18	57.69	56.86	28.57	28.85	23.53	49	52	51

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	57.89	76.92	87.50	31.58	23.08	0.00	10.53	0.00	12.50	19	13	16
7	64.29	62.50	*	21.43	20.83	*	14.29	16.67	*	14	24	*
8	68.75	66.67	76.92	18.75	13.33	11.54	12.50	20.00	11.54	16	15	26
All Grades	63.27	67.31	80.39	24.49	19.23	7.84	12.24	13.46	11.76	49	52	51

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	15.38	6.25	26.32	30.77	0.00	63.16	53.85	93.75	19	13	16
7	0.00	16.67	*	28.57	54.17	*	71.43	29.17	*	14	24	*
8	25.00	6.67	30.77	25.00	20.00	26.92	50.00	73.33	42.31	16	15	26
All Grades	12.24	13.46	17.65	26.53	38.46	23.53	61.22	48.08	58.82	49	52	51

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	7.69	12.50	68.42	92.31	75.00	21.05	0.00	12.50	19	13	16
7	7.14	12.50	*	50.00	62.50	*	42.86	25.00	*	14	24	*
8	0.00	0.00	7.69	81.25	73.33	73.08	18.75	26.67	19.23	16	15	26
All Grades	6.12	7.69	9.80	67.35	73.08	74.51	26.53	19.23	15.69	49	52	51

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

Conclusions based on this data:

1. Overall Language shows many students at level 3.
2. Writing domain showing largest growth.
3. Reading domain showing least growth.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
676	33.6	7.8	
Total Number of Students enrolled in Lakeside Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	7.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	227	33.6
Students with Disabilities	111	16.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3
American Indian	7	1
Asian	9	1.3
Filipino	15	2.2
Hispanic	238	35.2
Two or More Races	35	5.2
Pacific Islander	2	0.3
White	350	51.8

Conclusions based on this data:

1. Socioeconomically disadvantaged population is large
2. Hispanic population is significant percentage.
3. White population is significant percentage.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism area of concern for all students
2. Mathematics and ELA are areas of concern.
3. Suspension rates are an area of concern

School and Student Performance Data

Academic Performance English Language Arts

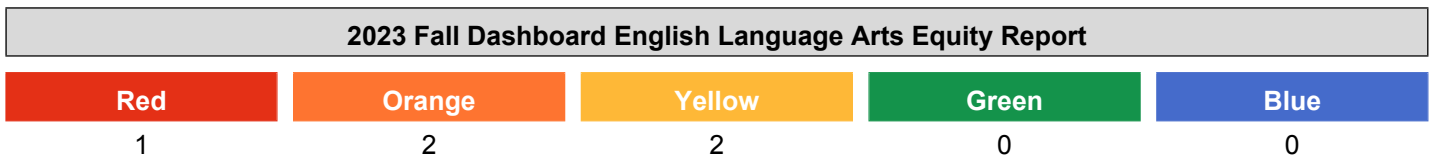
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>13.3 points below standard</p> <p>Maintained +1.7 points</p> <p>621 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>68.3 points below standard</p> <p>Increased Significantly +17.7 points</p> <p>61 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>37.7 points below standard</p> <p>Decreased -4.5 points</p> <p>220 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>107.7 points below standard</p> <p>Decreased -9.9 points</p> <p>110 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.5 points above standard Increased Significantly +82.8 points 18 Students	Less than 11 Students 7 Students	Less than 11 Students 8 Students	12.2 points below standard Increased +11 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.3 points below standard Increased Significantly +16.2 points 219 Students	12.8 points below standard Increased Significantly +17.3 points 33 Students	Less than 11 Students 2 Students	 Orange 10.1 points below standard Decreased -9.6 points 323 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122 points below standard Maintained -2.4 points 38 Students	20.5 points above standard Increased Significantly +17.5 points 23 Students	8.1 points below standard Maintained +0.8 points 530 Students

Conclusions based on this data:

1. Area of concern are English learners.
2. Students with disabilities and area of major concern.
3. SED students are an area of concern.

School and Student Performance Data

Academic Performance Mathematics

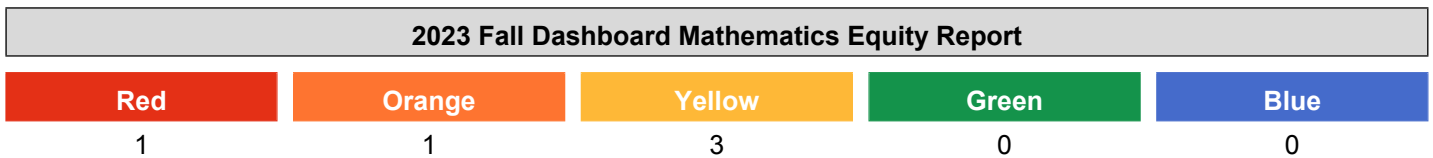
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>56.9 points below standard</p> <p>Increased +10 points</p> <p>623 Students</p>	<p>English Learners</p> <p>Red</p> <p>124.5 points below standard</p> <p>Maintained -1 points</p> <p>61 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>79.5 points below standard</p> <p>Increased +5.2 points</p> <p>221 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>142.5 points below standard</p> <p>Increased +4.2 points</p> <p>110 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
39.4 points below standard Increased Significantly +67.3 points 18 Students	Less than 11 Students 7 Students	Less than 11 Students 8 Students	40.2 points below standard Increased Significantly +35.3 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 75.5 points below standard Increased +5.4 points 221 Students	63.7 points below standard Maintained +2.8 points 33 Students	Less than 11 Students 2 Students	 Yellow 48 points below standard Increased +10.2 points 323 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154.4 points below standard Decreased -8.1 points 38 Students	75.1 points below standard Decreased -10.9 points 23 Students	50.3 points below standard Increased +13.3 points 530 Students

Conclusions based on this data:

1. Area of concern are English Learners progress.
2. Students with disabilities is an area of concern.

School and Student Performance Data

Academic Performance English Learner Progress

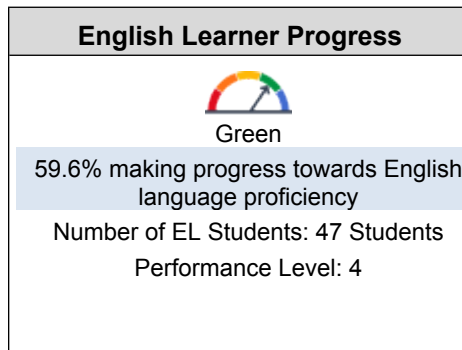
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	7	5	23

Conclusions based on this data:

1. High percentage decreased one level, 18.2%
2. Significant number progressed one level, 40.9 %
3. 40.9 % maintained

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 23.9% Chronically Absent Increased Significantly 4.4 704 Students	English Learners Red 36.1% Chronically Absent Increased 12.3 61 Students	Foster Youth Less than 11 Students 1 Student
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 35.8% Chronically Absent Increased Significantly 8.9 257 Students	Students with Disabilities Red 26.4% Chronically Absent Increased 2.2 125 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13.6% Chronically Absent</p> <p>Increased 5.6</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>13.3% Chronically Absent</p> <p>Declined -15.2</p> <p>15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>27.2% Chronically Absent</p> <p>Increased Significantly 7</p> <p>250 Students</p>	<p> Red</p> <p>23.1% Chronically Absent</p> <p>Increased 10.2</p> <p>39 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Red</p> <p>24% Chronically Absent</p> <p>Increased Significantly 4</p> <p>358 Students</p>

Conclusions based on this data:

1. All student groups showed an increase and this is an area of concern.
2. SED students showed increase
3. SWD students showed significant increase

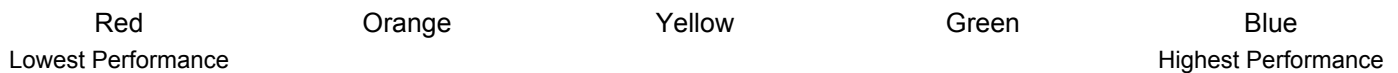
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

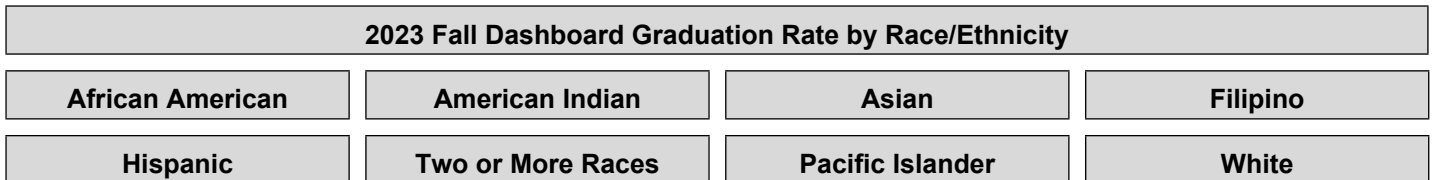
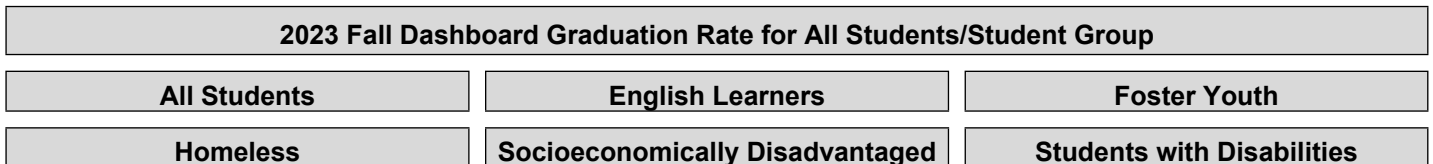
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

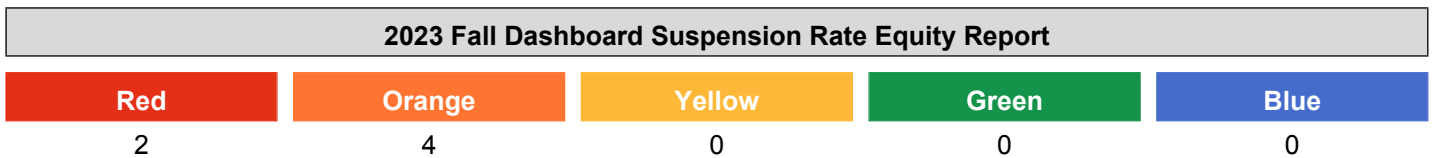
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
















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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Increased 3.2 726 Students</td> </tr> </tbody> </table>	All Students	 Orange	6.3% suspended at least one day	Increased 3.2 726 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.5 63 Students</td> </tr> </tbody> </table>	English Learners	 Orange	4.8% suspended at least one day	Increased 1.5 63 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
All Students													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	0 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.3% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.5 269 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	9.3% suspended at least one day	Increased Significantly 4.5 269 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.7% suspended at least one day</td> </tr> <tr> <td>Increased 6.4 127 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	8.7% suspended at least one day	Increased 6.4 127 Students
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Increased 6.4 127 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>4% suspended at least one day</p> <p>Increased 4 25 Students</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>0% suspended at least one day</p> <p>Declined -6.7 15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>8.1% suspended at least one day</p> <p>Increased Significantly 5.1 260 Students</p>	<p> Orange</p> <p>10% suspended at least one day</p> <p>Increased 7.1 40 Students</p>	<p>Less than 11 Students 2 Students</p>	<p> Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 1.9 366 Students</p>

Conclusions based on this data:

1. High suspension rates for all groups.
2. SWD suspension rates above average.
3. White students suspension rates increased.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English/Language Arts

By Winter 2025, ALL students not proficient in reading comprehension of informational text on the Winter 2024 MAP assessment will increase their RIT score by at least 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 1 - Academic Achievement -ELA

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.

We need to have multiple measures of assessments to ensure we know where students are, how much we want/need them to grow throughout the year, and determine how we are going to ensure our students have academic growth throughout the school year. We also need a clear PLC process to ensure teachers are analyzing the assessments and discussing what standards do not understand.

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
Teacher generated assessments . MAPS and reading assessment.	MAPS RIT scores Sixth Grade - 211.7 Seventh Grade 214.8 Eighth Grade 218.2	All grade levels and sub groups will increase by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will teach lessons based on teacher developed matrices twice weekly for at least 45 minutes. Teacher generated assessments will	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries

	monitor growth and teachers will monitor number of weekly minutes.		Release time 6602 LCFF Base 4000-4999: Books And Supplies Materials: software and curriculum 500 Title I 4000-4999: Books And Supplies Title I 1000-1999: Certificated Personnel Salaries Title I None Specified Title I
1.2	The school will provide a support class of a minimum of 2 days per week to English learners, Students with Disabilities, and other students identified as below expectations will be provided an extra period of reading support.	English Learners, students with disabilities	4290 Title I None Specified Support supplies for EL Class 1500 Title I 1000-1999: Certificated Personnel Salaries Support classes for students not reaching standard specifically EL students and students with disabilities. 5000 Title I 1000-1999: Certificated Personnel Salaries Tutoring before school and after school

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Using Winter to winter data is more reliable. Spring MAPS data is not often accurate as students have had too many assessments at the end of the year.

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

No major differences.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By Winter 2025, ALL students will show 10% growth from the Winter 2024 to Winter 2025 MAP assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement - Math

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.

Need is based on MAPS scores, CAASPP scores and teacher created assessments.

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
MAPs assessment	MAPS RIT average score 6th grade - winter 2024 212.6 7th grade - winter 2024 217.4 8th grade - winter 224.6	All students and student sub groups will demonstrate 10% growth in average RIT scores as measured by MAPS assessment

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	Teacher developed common assessments on ratios and proportional reasoning will be given to students at least three times per year. Teachers will increase percentage of instructional time devoted on rations and proportional reasoning from 15 % of instructional time to 20% of instructional time. Teachers will track instructional time on weekly basis.	All students	14000 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development - Math Transformations 1277.32 Title I 1000-1999: Certificated Personnel Salaries Release time, analyze data, create assessments, staff development

2.2	Support classes for students not achieving standards. Teachers will recommend students for support classes based on classroom assessments. Students will receive support classes at least one period for at least one trimester.	Available to all students	0 Title I 1000-1999: Certificated Personnel Salaries Support classes - teacher on prep 659.00 LCFF Base 1000-1999: Certificated Personnel Salaries Release time to work with students not achieving standards
2.3	Provide programs that will support the math goal by using CPM materials in depth for struggling students. Extra support for students not meeting performance expectations as measured by classroom assessments and benchmark assessments. Students will receive support for one period per week.	Students with disabilities.	10,000.00 Title I 4000-4999: Books And Supplies Materials - on line programs 200.00 LCFF Base 4000-4999: Books And Supplies 3000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Math transformations, consultant work specifically with teachers that work with students with disabilities.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Using Winter to winter data is more reliable. Spring MAPS data is not often accurate as students have had too many assessments at the end of the year.

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

No major differences

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Socio-Emotional

Based on data from 2023 / 2024 California Healthy Kids survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey as measured by school connectedness and caring adult relationships on the survey by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Socio-emotional well-being / attendance

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.

Based on previous year's California Healthy Kids survey, there is a need for social emotional supports for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	CHKS survey of caring adults will increase from 58% to 68%	At least 10% improvement on key indicators
Attendance rates improve by at least 10%	Current attendance rates are at 94.5%	Expected outcome is to increase to 96%

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	Crew - All students will meet in CREW class once per week. Saturday academies will provide extra support for students and increase attendance rates.	All students	1000.00 Title I 1000-1999: Certificated Personnel Salaries Time to develop school plan for social emotional needs (CREW) 2000 Title I 1000-1999: Certificated Personnel Salaries Extra support for Saturday Academies. 1000.00

			Title I 4000-4999: Books And Supplies Supplemental Curriculum 0 1000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff Development - pay teachers to provide staff development and lessons 0 LCFF Base 5800: Professional/Consulting Services And Operating Expenditures 0 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures 3500 Title I
3.2	All students will experience Rachel's Challenge assembly ro promote school concreteness	All students	
3.3			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Using California Healthy Kids Survey to monitor effectiveness.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enrichment

LMS will increase student participation in enrichment opportunities by 10% from the 2023/24 to 2024/25 school year, with enrollment growing from 150 to 165 students. During the school day, all students will have access to Project Lead the Way and Agriculture Science courses. After-school programs in music, robotics, technology, dance, and drama will also be offered. Additionally, arts programs will expand in alignment with Proposition 28. Success will be measured by course enrollment numbers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD will provide students access to varied enrichment opportunities.

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.

Provide multiple after school and in school opportunities in arts, science, technology, etc. to connect students to school to increase connections to school.

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
Attendance	Increased enrollment	Access to all students will increase.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	After / Before school enrichment such as music, dance, robotics, technology, and drama. Enrollments will increase by at least 10% over 22/23 enrollments. Classes will be offered at least once per week.	All students including socioeconomically disadvantaged and other subgroups.	8635.00 LCFF Base 1000-1999: Certificated Personnel Salaries Arts Enrichment - After school arts and technology programs
4.2	Immersion programs will be available during school and before school as monitored by enrollment.	All students	2628.54 LCFF Base 1000-1999: Certificated Personnel Salaries Before and after school programs. 1000.00 LCFF Base

			5000-5999: Services And Other Operating Expenditures Immersion programs
4.3	Enrichment - CTE Program enrollment will increase 10% over 23/24 enrollment.	All students	1500.00 LCFF Base 4000-4999: Books And Supplies PLTW program enrollment and materials 3000.00 LCFF Base 5800: Professional/Consulting Services And Operating Expenditures 3500.00 Unrestricted Lottery Lottery science materials
4.4	Instructional Strategies - Academic Interventions for all students available after or before school	All students	1500.00 LCFF Base 1000-1999: Certificated Personnel Salaries Planning time for interventions 10000.46 LCFF Base 4000-4999: Books And Supplies Technology supplies, classroom budgets 35225.00 Unrestricted Lottery 4000-4999: Books And Supplies Teacher budgets
4.5	Additional Counseling support to low SES and EL students during June 2023 as monitored by counselor conference log. Number of conferences will increase 10% over June 2022 number.	Low SES students, students with disabilities	2000.00 Title I 1000-1999: Certificated Personnel Salaries Counselor support 0 Unrestricted Lottery 4000-4999: Books And Supplies 0 Unrestricted Lottery 4000-4999: Books And Supplies
4.6	Create new arts programs during the school day		81922.00 Prop 28 1000-1999: Certificated Personnel Salaries

4.7			0 LCFF Base 1000-1999: Certificated Personnel Salaries
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Communication

Increase communication to parents and community by providing weekly e-mail communications, parent nights, title one meetings. Attendance at meetings will increase from 23/24 school year by 10% for 24/25 as measured by sign-in sheets.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members.

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.

Need is expressed in parent component of healthy kids survey.

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
Parents sign in sheets	Number of parents attending parent nights will increase by 10% over previous year, measured by sign-in sheets.	An increase of at least 10% in parent attendance at parent events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Parent Meetings	All students	963.00 Title I Parent Involvement 5900: Communications Title one meeting, Parent Achieve and math meetings
5.2	Parent communication tools-planners will be distributed first week of school.	All students	Weekly e-mails to parents through Jupiter Grades / on-line grade program

			3000.00 LCFF Base 4000-4999: Books And Supplies Planners for every student
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$211,402.32
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$51,067.32
Title I Parent Involvement	\$963.00

Subtotal of additional federal funds included for this school: \$52,030.32

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$38,725.00
LCFF Supplemental	\$0.00
Prop 28	\$81,922.00
Unrestricted Lottery	\$38,725.00

Subtotal of state or local funds included for this school: \$159,372.00

Total of federal, state, and/or local funds for this school: \$211,402.32

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	51,067.32	0.00
Title I Parent Involvement	963.00	0.00
LCFF Base	38,725.00	0.00
Unrestricted Lottery	38,725.00	0.00
Prop 28	81,922.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	38,725.00
LCFF Supplemental	0.00
Prop 28	81,922.00
Title I	51,067.32
Title I Parent Involvement	963.00
Unrestricted Lottery	38,725.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	109,121.86
4000-4999: Books And Supplies	68,027.46
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	21,000.00
5900: Communications	963.00
None Specified	4,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	13,422.54
4000-4999: Books And Supplies	LCFF Base	21,302.46
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	81,922.00
	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	13,777.32
4000-4999: Books And Supplies	Title I	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,000.00
None Specified	Title I	4,290.00
5900: Communications	Title I Parent Involvement	963.00
	Unrestricted Lottery	3,500.00
4000-4999: Books And Supplies	Unrestricted Lottery	35,225.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,892.00
Goal 2	29,136.32
Goal 3	8,500.00
Goal 4	150,911.00
Goal 5	3,963.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Steve Mull	Principal
Casey McNellen	Classroom Teacher
Alexis Wear	Classroom Teacher
Cathy Branon	Parent or Community Member
Margaita Tait	Parent or Community Member
Jennifer Moore	Parent or Community Member
	Parent or Community Member
Marta Rico	Other School Staff
	Secondary Student
	Secondary Student
	Secondary Student

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/24.

Attested:

	Principal, Steve Mull on 5/29/24
	SSC Chairperson, Cathy Branon on 5/29/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lakeside Union Alternative Education "DREAM Academy"	37 68189 6107742	8/22/24	

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 Lakeside Union Alternative Education "DREAM Academy" for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Lakeside Union Alternative Education "DREAM Academy" for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The California Department of Education creates a state-level plan to meet the federally mandated Every Student Succeeds Act (ESSA). The Lakeside Union School District (LUSD), in turn, creates the LCAP to address how the students served in our district will meet the requirements defined by ESSA. A School Plan for Student Achievement (SPSA) is written at the site level. All stakeholders of the DREAM Academy community are involved in the development of the SPSA. The School Site Council meets to develop and adjust the SPSA. The team utilizes the goals from the district LCAP to create yearly targets based on the unique needs of DREAM Academy. Our SPSA addresses academic, social-emotional, and innovation goals in alignment with the goals established by the LUSD Board of Trustees. We strive to empower each student to meet the six pillars of the student profile established by the Lakeside Union School District while learning in an independent study setting or in person.

Educational Partner Involvement

How, when, and with whom did Lakeside Union Alternative Education "DREAM Academy" consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

DREAM Academy analyzed student performance to identify areas of needed growth for our school programs. DREAM Academy was in its first year of in-person learning in the 2023-24 school year. This will be our second year with two programs.

We have an Independent Study program and a Project-Based Learning Program. With the increased number of students, we added more teachers and staff to our team.

The SPSA development, review, and updating process involves extensive collaboration with education partners, including students, parents, teachers, staff, and the School Site Council (SSC). We begin with a thorough needs assessment, collecting data on student performance and gathering input through surveys and focus groups. Based on this, teachers set SMART goals, and the SSC collaborates to draft the SPSA, aligning it with district goals. Stakeholder feedback is integrated through surveys and public reviews before the SSC gives final approval. Throughout the year, progress is monitored, and feedback is continually collected to inform the annual review and update, ensuring the plan remains responsive to the community's evolving needs. The School Site Council meets monthly to review the site plan, budget, and SPSA. It consists of three staff members and three community members.

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.

No resource inequities were identified at this time.

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.

Due to the small number of students tested we currently do not have Indicators on the dashboard except for attendance and suspensions. We had high chronic absenteeism in the 22-23 year but have reduced that significantly in the 23-24 school year.

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.

We do not have any data broken down outside of all student due to the small number of students tested in the 22-23 school year.

Other Needs

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

Using our NWEA Maps data, we have identified 40% or more of our K-2 grades students are scoring in the orange and red. The same is true for Math. We have identified a need in our middle school seventh grade students with 40% or more scoring in the red or orange in both ELA and Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lakeside Union Alternative Education "DREAM Academy". 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	1.14%	0%	%	1	0	
African American	3.41%	1.92%	2.60%	3	1	2
Asian	1.14%	0%	1.30%	1	0	1
Filipino	4.55%	0%	1.30%	4	0	1
Hispanic/Latino	31.82%	44.23%	31.17%	28	23	24
Pacific Islander	%	0%	%	0	0	
White	40.91%	44.23%	50.65%	36	23	39
Multiple	17.05%	9.62%	12.99%	15	5	10
Total Enrollment				88	52	77

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	9	7	9
Grade 1	8	5	7
Grade 2	14	3	8
Grade3	11	4	5
Grade 4	12	5	9
Grade 5	12	6	10
Grade 6	11	8	8
Grade 7	5	10	9
Grade 8	6	4	10
Total Enrollment	88	52	77

Conclusions based on this data:

1. DREAM Academy has increased enrollment with the start of its in person Project Based Learning Program.
2. DREAM students are predominantly white, followed by Latinx.

-
-
3. The number of Middle School students is growing.

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	6	4	0	2.1%	6.8%	0.0%
Fluent English Proficient (FEP)	2	0	2	0.0%	2.3%	2.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. We do not have many English Learners in this program.
2. All of our students who were EL have been reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	12	4	0	11	4	0	11	4	0.0	91.7	100.0
Grade 4	6	8	6	0	8	6	0	8	6	0.0	100.0	100.0
Grade 5	15	9	7	0	9	7	0	9	7	0.0	100.0	100.0
Grade 6	5	14	9	0	13	9	0	13	9	0.0	92.9	100.0
Grade 7	4	9	10	0	8	10	0	8	10	0.0	88.9	100.0
Grade 8	*	8	5	0	8	5	0	8	5		100.0	100.0
All Grades	41	60	41	0	57	41	0	57	41	0.0	95.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.	*		18.18	*		18.18	*		27.27	*		36.36	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6		2518.	*		15.38	*		30.77	*		38.46	*		15.38	*
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		21.05	19.51		31.58	43.90		28.07	29.27		19.30	7.32

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		19.30	34.15		64.91	60.98		15.79	4.88

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		21.05	17.07		61.40	75.61		17.54	7.32

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		10.53	14.63		80.70	78.05		8.77	7.32

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		8.77	12.20		78.95	85.37		12.28	2.44

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

Conclusions based on this data:

1. Data is inconclusive due to the small number of students tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8	12	4	0	11	4	0	11	4	0.0	91.7	100.0
Grade 4	6	8	6	0	8	6	0	8	6	0.0	100.0	100.0
Grade 5	15	9	7	0	8	7	0	8	7	0.0	88.9	100.0
Grade 6	5	14	9	0	13	9	0	13	9	0.0	92.9	100.0
Grade 7	4	9	10	0	8	10	0	8	10	0.0	88.9	100.0
Grade 8	*	8	5	0	8	5	0	8	5		100.0	100.0
All Grades	41	60	41	0	56	41	0	56	41	0.0	93.3	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2395.	*		0.00	*		27.27	*		45.45	*		27.27	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6		2453.	*		0.00	*		0.00	*		53.85	*		46.15	*
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A		8.93	7.32		12.50	26.83		44.64	24.39		33.93	41.46

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		5.36	9.76		46.43	46.34		48.21	43.90

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		10.71	14.63		62.50	58.54		26.79	26.83

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
All Grades		14.29	7.32		62.50	75.61		23.21	17.07

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

Conclusions based on this data:

1. Data is inconclusive due to the small number of students tested.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										*	5	*

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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

Conclusions based on this data:

- All EL students were reclassified.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
52	44.2	7.7	1.9
Total Number of Students enrolled in Lakeside Union Alternative Education "DREAM Academy".	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	7.7
Foster Youth	1	1.9
Homeless		
Socioeconomically Disadvantaged	23	44.2
Students with Disabilities	8	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.9
Hispanic	23	44.2
Two or More Races	5	9.6
White	23	44.2

Conclusions based on this data:

- 44% of our students are identified as socioeconomically disadvantaged. We need to put procedures in place to increase parent involvement. We will have a school wide focus on Social Emotional Learning to ensure we are providing a safe, secure environment where students feel connected to their school.
- 15% of our students are SWD. We need school wide training to support teachers in using evidence based practices to support our SWD in the classroom.

School and Student Performance Data

Overall Performance



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

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
	Chronic Absenteeism  Red	Suspension Rate  Blue

Conclusions based on this data:

1. Chronic Absenteeism is very high. This indicator is for the two programs that fall under one school ID.
2. Student Absenteeism data follows the student. The homeschool program gets students throughout the year who struggle with attendance at their home school. Many then have better attendance at DREAM.
3. Math achievement is low so this is an area of focus.

School and Student Performance Data

Academic Performance English Language Arts

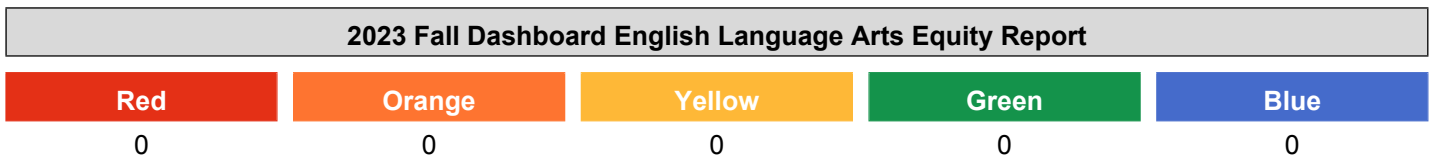
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 19.9 points above standard Increased +11.3 points 29 Students	English Learners Less than 11 Students 3 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 10 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
32.2 points above standard Increased Significantly +46.8 points 12 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	23.6 points above standard Increased +8 points 13 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 3 Students	14.8 points above standard Increased +6.8 points 26 Students

Conclusions based on this data:

1. Students fall right in the middle for ELA.
2. There is no performance level for our SED students but they were 28.6 points below the standard.
3. There is no performance level for White students but they are 15.7 points above standard.

School and Student Performance Data

Academic Performance Mathematics

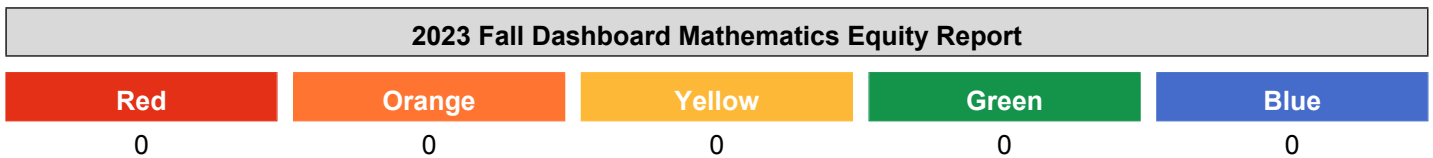
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
42.5 points below standard Decreased -8.6 points 29 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students
Hispanic	Two or More Races	Pacific Islander	White
56.7 points below standard Increased Significantly +36.9 points 12 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	24.3 points below standard Decreased -7.4 points 13 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students 3 Students	45.6 points below standard Decreased Significantly -15.7 points 26 Students

Conclusions based on this data:

1. All student performance indicator is low.
2. Hispanic students are 84 points below standard.
3. SED students are 53 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 1 Student
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 23.9% Chronically Absent Increased 12.5 67 Students	English Learners Less than 11 Students 4 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 41.4% Chronically Absent Increased 20.1 29 Students	Students with Disabilities 30.8% Chronically Absent Increased 25.2 13 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
13.8% Chronically Absent Increased 6.7 29 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	 Red 36.7% Chronically Absent Increased 27.6 30 Students

Conclusions based on this data:

1. Chronic absenteeism was high for all students.
2. SED student performance indicator was very high.
3. Hispanic and White sub groups had a performance index of medium.

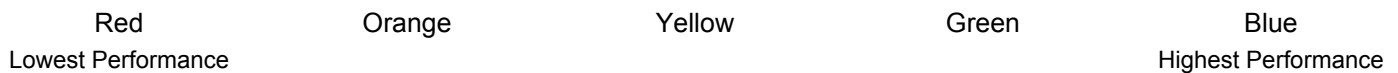
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

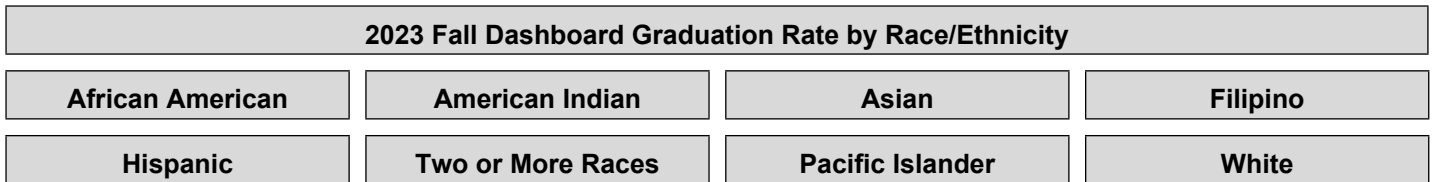
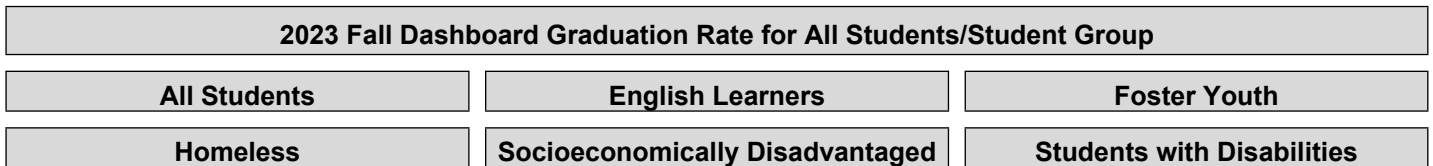
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. No data

School and Student Performance Data

Conditions & Climate Suspension Rate

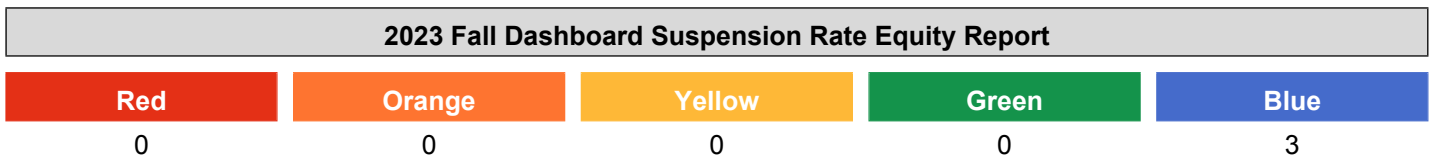
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0 79 Students	English Learners Less than 11 Students 4 Students	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 34 Students	Students with Disabilities 0% suspended at least one day Maintained 0 14 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 34 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 33 Students</p>

Conclusions based on this data:

1. Suspension rate was zero for all students and sub groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Goal

By June 2025, DREAM academy will increase the school's growth average by 5 percentile points on the NWEA MAP assessments in ELA & Math through the implementation of targeted instructional strategies and progress monitoring each trimester.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1:

All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

LCAP Goal # 2

All students with special needs and all English Learners in LUSD will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

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.

On NWEA MAPs Spring data, 5/9 Kindergartners and 2/5 first graders were in the red or orange for both math and ELA. 5/8 second graders were in the red or orange in both ELA and Math. Middle school seventh grade 2/5 in ELA and 4/5 in math were in the red or orange.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP Reading	Overall growth in the 50th percentile	Increase overall growth to the 55th percentile by June 2025.
NWEA MAP Math	Overall growth in the 67th percentile.	Increase overall growth to the 72th percentile by June 2025.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will be provided with classroom supplies to support and provide classroom interventions as needed according to data points collected.	All students	1500 Title I 4000-4999: Books And Supplies Manipulatives and supplies needed for projects and intervention.

1.2	Teachers will use norm referenced NWEA MAP three times per year for the purpose of monitoring student progress and growth.	All students	0 Unrestricted Lottery 4000-4999: Books And Supplies 0 because this is paid for at the district level.
1.3	Students will be provided Smarty Ants (TK-2) and Achieve 3000 (3-8) to target academic deficits in Reading Fluency and Comprehension. MAPS Accelerator will be used as support and intervention for math to address achievement gaps for all students and specific targeted student groups. TK-1 will use Hagerty and Starfall for phonemic awareness and phonics. Teachers will be provided with Imagine Learning for ELA support and Imagine Learning EL Education..	All students	1500 Unrestricted Lottery 4000-4999: Books And Supplies 200 Title I 4000-4999: Books And Supplies 200
1.4	The school site will maintain supplies and office equipment for the purpose of supporting and maintaining the ongoing instructional program.	All Students	3100 Unrestricted Lottery 5000-5999: Services And Other Operating Expenditures
1.5	Students will engage in designated time to support intervention and enrichment.	All Students	1000 Title I 4000-4999: Books And Supplies
1.6	Collaboration between general education teachers, RSP teacher, and program specialist.	SWD	0
1.7	Math Transformations will meet with teachers to increase student engagement in math.	All students	0 0 because it is paid by other district funding

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Using the strategies and activities about we saw growth from Fall to Spring in both Math and ELA across 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.

An activity in the previous goal was to provided WINN time for students to get intervention or enrichment. We provided interventions within the class and provided enrichment to all students four days a week.

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.

We are adding Imagine Learning EL Education for K-8 this year to provided a digital platform for teachers and students in ELA. This will be used within projects to provided the EL Education curriculum. We will use Imagine Learning ELA from the beginning of the year as support and intervention for K-5 students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional Learning Goal

By the end of the academic year, DREAM Academy will implement targeted social-emotional learning (SEL) and interventions to enhance students' social-emotional well-being. Success will be measured by student surveys and CHKS data, with a goal of 100% of students reporting they have a trusted adult on campus and positive relationships with peers.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2:

All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

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.

In 4th-5th grade there were 90% of students reported positive relationships with peers, and 85% of students had a trusted adult on campus. Relationships play a significant role in student achievement. We want all our students to experience positive relationships. In 7th grade, 90% of our students have a positive relationship with peers and a trusted adult.

Independent study can be isolating for some students. By focusing on the social-emotional well-being of our students, we can help them build confidence and forge friendships with others. As we start a new in-person PBL school at DREAM Academy, building community and a culture of kindness and belonging is a goal of our staff this year. Through the lens of our vision and mission, students will participate in projects focusing on equity, identity, and belonging.

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
IS students will participate in weekly Google Meet sessions centered in SEL.	70% of students engaged in weekly online lessons.	100% of students will engage in weekly online lessons.
Students will participate in projects and produce a product that represents their learning around SEL	95% of students will engage in PBL projects around SEL.	100% of students will engage in PBL projects around SEL.

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	Tk—2 grade will use the Tom & Tabby Cat Social Skills SEL curriculum for morning Zoom, and 3-8 will use Harmony SEL lessons. Students in 4/5 grade will participate in the Hope Squad Suicide Prevention and SEL program.	All students	100 Unrestricted Lottery 4000-4999: Books And Supplies SEL is being paid for by the district
2.2	Students will participate in meaningful opportunities to connect and engage with one another. Teachers will create PBL lessons that are centered around social-emotional learning, equity, and community. Students will produce a final project to put out for exhibition.	All students with a focus on SED students.	1250 Unrestricted Lottery 4000-4999: Books And Supplies Exhibition/Planning
2.3	Students will participate in both on-campus and off-campus activities as opportunities for enrichment, fostering a stronger sense of school community and connectivity.	All Students, SED students	2500 LCFF Base 0001-0999: Unrestricted: Locally Defined Transportation 500 LCFF Base 2000-2999: Classified Personnel Salaries Extra supervision for projects 1255.14 Title I 4000-4999: Books And Supplies Provide needed supplies for activities.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Independent Study students Zooming into the in person classes for Monday morning meetings and SEL lessons was difficult for the teacher and students. This decreased the number of students who attended online.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Independent Study students will have their own Zoom for SEL instead of joining the in person classes. There was an

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Innovations Goal
 By the end of the academic year, teachers will implement at least three new innovative project-based learning (PBL) units to enhance student engagement, critical thinking, and real-world problem-solving skills as measured by student survey results and 100% student participation in three demonstrations of learning exhibitions yearly.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1:
 All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

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.

90% of our students on surveys and CHKS data said they were engaged. Traditional schooling isn't necessarily the best fit for all students. DREAM Academy provides opportunities for small group academic support, enrichment, and socialization through the virtual program and our new PBL pathway. Additionally, DREAM Academy works in partnership with our families to create a positive and successful independent study experience.

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
Students will engage in Lego Education to explore the Engineering Design Process through hands on exploration and collaboration.	95% of students engage in Lego Education lessons. Students who did not attend in-person days did not participate.	100% of students will engage in a minimum of 3 Lego Education Engineering Design Projects by June 2025.
Teachers will engage in 2-way communication with families once per month to discuss student progress.	95% of families engage in 2-way communication with the teacher of record.	100% of families will engage in 2-way communication monthly with the teacher of record.
Students will participate in Project Based Learning experiences.	100% of in person students participate in PBL.	100% of students will participate in PBL.
Independent Study students will have the opportunity to participate in two optional in-person days where they will engage in PBL.	15% of students will participate in the optional on campus days.	75% of our students will participate in the optional on campus days.

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	Students will engage in Lego Education to explore the Engineering Design Process through hands on design build lessons.	All students	1000 Unrestricted Lottery 4000-4999: Books And Supplies Supplies for lessons outside of Lego sets
3.2	Students will have the opportunity to participate in project based learning experiences focused on science, agriculture and robotics. Homeschool students will have the opportunity for two in person days where they will engage in project based learning experiences focused on science, agriculture and robotics	All students	2000 LCFF Base 4000-4999: Books And Supplies Project Supplies 500 Title I 4000-4999: Books And Supplies
3.3	Teachers will engage in 2-way communication with families at least once per month to discuss student progress for students. The entire school will use Class Dojo as a communication tool with parents.	All students with a focus on SED and SWD students.	0
3.4	Teachers will be provided time to collaborate and plan standards based PBL lessons. Teachers will plan and implement projects that will produce products students will take to exhibition. Teachers will work with families to coordinate three exhibitions a year for students to exhibit their work and show their learning.	All Students	1500 LCFF Base 1000-1999: Certificated Personnel Salaries Sub pay for teacher release time/extra pay for exhibition
3.5	Teachers will attend professional development on creating high-quality PBL units. They will also receive training on the curriculum and implementation of Amplify Desomons Math 5-8. All teachers will participate in Math Transformations seminars to promote student engagement in math.	All Students	1000 LCFF Base 1000-1999: Certificated Personnel Salaries Teacher professional development 1000 LCFF Base 4000-4999: Books And Supplies Supplies for PBL units
3.6	Students will participate in Agriculture education as part of their projects. Teachers will use the Green Our Planted Garden Connect curriculum. They will learn about plants and animals through hands on experience to supplement their science lessons.	All Students	1000 Unrestricted Lottery 4000-4999: Books And Supplies Garden/ Animals supplies 500 LCFF Base 4000-4999: Books And Supplies
3.7	Teachers will be provided Mystery Science or Generation Genius to be incorporated into projects.	All Students	1500 Title I 0000: Unrestricted Supplemental Science
3.8	We will provide workshops for parents on concepts such as ADHD, Social Media use, Cell phones and other SEL subjects.	All Students	112 Title I Parent Involvement None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All in person students participated in PBL projects. PBL is designed to increase student engagement. We had 95% of our students report being engaged in their class and enjoyed the projects in CHKS and surveys. All in person students participated in the Lego curriculum. Students learned engineering and coding.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are implementing Class Dojo for two way communication. In a parent survey parents wanted a more streamlined communication process. Class Dojo will be used by all teachers and whole school for announcements. We will work to provide a more flexible schedule to encourage Independent Study students to come on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance Goal

By the end of the academic year, DREAM Academy will increase positive attendance to 98% or higher for all student subgroups through the implementation of targeted attendance interventions and support programs. Success will be measured by attendance records.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1:

All students in LUSD will make academic growth in order to reach mastery of grade level standards, individual goals, and develop the LUSD student profile competencies.

LCAP Goal #2:

All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.

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 was 4.86%, and Marginal attendance was 21.8%. Positive attendance was down from 97.5 to 96.7.

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
Attendance rates	Positive Attendance 96.7 %	Positive Attendance 98%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All families will sign a Flex Based Instruction (Independent Study) contract	All Students	50 Unrestricted Lottery None Specified
4.2	Community building events will occur every month encompassing the entire school.	All Students	500 LCFF Base 4000-4999: Books And Supplies Will be used to provide supplies for activities

4.3	Weekly attendance awards and activities on Fridays.	All Students	500 LCFF Base 4000-4999: Books And Supplies
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$24,067.14
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$5,955.14
Title I Parent Involvement	\$112.00

Subtotal of additional federal funds included for this school: \$6,067.14

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Base	\$10,000.00
Unrestricted Lottery	\$8,000.00

Subtotal of state or local funds included for this school: \$18,000.00

Total of federal, state, and/or local funds for this school: \$24,067.14

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
LCFF Base	10,000.00	0.00
Unrestricted Lottery	8,000.00	0.00
Prop 28	9,372.00	9,372.00
Title I	5,955.14	0.00
Title I Parent Involvement	112.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Base	10,000.00
Title I	5,955.14
Title I Parent Involvement	112.00
Unrestricted Lottery	8,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,500.00
0001-0999: Unrestricted: Locally Defined	2,500.00
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	13,805.14
5000-5999: Services And Other Operating Expenditures	3,100.00
None Specified	162.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

0001-0999: Unrestricted: Locally Defined	LCFF Base	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Base	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Base	500.00
4000-4999: Books And Supplies	LCFF Base	4,500.00
0000: Unrestricted	Title I	1,500.00
4000-4999: Books And Supplies	Title I	4,455.14
None Specified	Title I Parent Involvement	112.00
4000-4999: Books And Supplies	Unrestricted Lottery	4,850.00
5000-5999: Services And Other Operating Expenditures	Unrestricted Lottery	3,100.00
None Specified	Unrestricted Lottery	50.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,300.00
Goal 2	5,605.14
Goal 3	10,112.00
Goal 4	1,050.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Brooke Dexheimer	Principal
Victoria Jones	Classroom Teacher
Kim Minden	Other School Staff
Theresa Gloss	Parent or Community Member
Orit McConnell	Parent or Community Member
Sarah Murray	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 8/22/2024.

Attested:



Principal, Brooke Dexheimer on 8/22/2024



SSC Chairperson, Orit McConnell on 8/22/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: September 16, 2024

Agenda Item:

Approval/Ratification of Personnel Assignment Order 2025-04:

Background (Describe purpose/rationale of the agenda item):

Fiscal Impact (Cost):

N/A

Funding Source:

Recommended Action:

Informational

Discussion

Approval

Denial

Ratification

Explanation: [Click here to enter text.](#)

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature

Dr. Rhonda Taylor, Superintendent

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES BOARD MEETING, September 16, 2024
Personnel Assignment Order – 2025-04

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals, and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Hire:

Employee	Assignment/Location	Class/Step	New Annual Salary	Effective Date

B. Provisional Internship Permit:

Employee	Assignment/Location	Reason	Recommendation	Effective Date

C. New Hire Certificated Management:

Employee	Assignment/Location	Range/Step	Effective Date

E. LAO:

Employee	Location	Position	Reason	Effective Date

F. Reduction of FTE:

Employee	Location	Position	Effective Date	Recommendation

G. Resignation:

Employee	Assignment/Location	Reason	Effective Date

H. Retirement:

Employee	Assignment/Location	Effective Date

Classified Staff

I. New Hire:

Employee	Location	Position/Class/Step	New Monthly Salary	Effective Date
Rosado, Kristine	Maintenance	MOT Director/2/1	\$124,904.00	9/24/2024

J. Change of Status/Location:

Employee	Location	Position	Previous Monthly Salary	New Monthly Salary	Effective Date

K. Management Position:

Employee	Location	Position/Range/Step	Effective Date

L. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date

M. Return from Leave (FMLA):

Employee Name	Location	Position	Effective Date

N. Short Term Staff Agreement

Employee	Title	Start/End Date	Job Duties	Hourly Rate

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.