School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Elementary School	39-75499-6042832	April 23, 2024	May 9, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Our plan has been developed with input from all appropriate educational partner groups. The educational partners involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the site Leadership Team, Instructional Leadership Team and all Central teachers. The site teachers all take a survey on needs and provided input and feedback on the plan. Central families were invited to give feedback for an English Language Advisory Committee Needs Assessment survey. The development is based upon the needs and interests expressed by the educational partners they represent and alignment to LCAP and Title 1 requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Educational Partners Survey for students, parents and teachers

Safety 2023-2024:
Parents
100% The buildings and grounds at this school are well maintained.
100% My child is safe on school grounds before school.
97.87% My child is safe on school grounds during the day.
97.67% My child is safe on school grounds in the classroom.
100% My child is safe on school grounds after school.
87.93% The rules of this school are clearly communicated to parents.
96.74% Total average score

Staff
100% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.
93.33% My workplace is safe.
80% The buildings and grounds at this school are well maintained.
91.11% Total average score

Students
68% The buildings and grounds at this school are clean and well maintained.
84.62% I feel safe while attending class.
65.22% I feel safe from gang activity and gang violence at school.
92.31% I know the school rules.
78% Total average score

Safety summary: Total average score percentages are above 95% for parents and 91% for staff. Average scores for students were lower so an individual site survey was done to dig into this a bit more. Students, parents and staff feel safe at Central School. A concern is the large drop in "The buildings and grounds at the school are well maintained". With staff and students these are the lowest scores of all. The concerns for the grounds have been expressed to maintenance at the site and district.

Climate 2023-2024:
Parents
95.52% This school's staff motivates students to learn.
96.72% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
100% The buildings and grounds at this school are clean and well maintained.
96.49% This school communicates the importance of respecting all cultural beliefs and practices.
98.15% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s).
90% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP.
94.59% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal.
92.86% The school staff responds to me in a timely manner.
87.93% The school office staff is friendly and professional.
94.87% Total average score

Staff
93.75% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
86.67% Members of the school/department collaborate to achieve our school goals.
80% The buildings and grounds at this school are clean.
92.86% This school/department communicates the importance of respecting all cultural beliefs and practices.

93.33% I am treated with respect by my colleagues at work.
76.92% Staff members at this school are recognized appropriately for their efforts and accomplishments.
85.71% Our district ensures effective communication across the organization.
87.25% Total average score

Students
92.31% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
89.47% This school communicates the importance of respecting all cultural beliefs and practices.
90.48% My teachers recognize the good work I am doing and provide timely feedback.
95.83% This school motivates students to learn.
68% The buildings and grounds at this school are clean and well maintained.
88% I feel comfortable working with classmates and participating in class.
91.30% I feel safe, secure and supported at this school
87.73% Total average score

Climate summary: Total average score percentage is above 94% for parents. Average scores for students and staff were lower so an individual site survey was done to dig into this a bit more. A concern is the "Staff members at this school are recognized appropriately for their efforts and accomplishments." With students, the lowest scored area of concern is the building and grounds at this school are clean and well maintained.

Staff Needs Assessment and Goals for 2024-2025 Top Priorities

22% - Academics, 1st choice; 55.6% 2nd Choice
44% - Behavior, 1st choice
27.8% - Social-Emotional Support, 1st choice
11% - Attendance, 4th choice

Most important expenditures, teachers could choose more than one item so totals are over 100%
72% - Planning time for teachers
67% - Professional Learning Communities planning time
56% - MTSS support with paraprofessionals for intervention
22% - Interventions - Priority Individualized Reading (PIR) Time
17% - Reading paraprofessional

Staff overwhelmingly feel our students need academic and behavior supports. They also feel our students need PIR time with intervention supports from our paraprofessionals that provide support to our Multi-Tiered System of Supports.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed through the formal evaluation process every two years, except those on the five year plan due to positive evaluations and longevity in the district. All intern and probationary teachers received formal evaluative feedback on each of the six California Standards for the Teaching Profession (CSTP). Site Administration worked to complete non-evaluative walk-throughs each week. Six times a year (three times each semester), classrooms were also observed using the rigor relevance rubric by site administration for the AdvanceSTEM walkthroughs. All teachers worked with the Center for Model Schools site coach focusing on Thoughtful Work, High Level Questioning, and Academic Discussion drilling down to the Instructional Design of the lesson and pre-planning the questions for what our students will learn in the lessons. Our teachers also planned and observed one another for lesson studies in grade level teams along with support from the STEM department. Teachers provided feedback and debriefed to improve their instructional strategies.

AdvanceSTEM Collaborative Instructional Review (CIR) Rigor Rubric - Fall (3 Walkthroughs/teacher)
Thoughtful work
51% Well Developed
33% Developed
9% Emerging
7% Beginning

High-Level Questioning
20% Well Developed
58% Developed
13% Emerging
9% Beginning

Academic Discussion
53% Well Developed
29% Developed
11% Emerging
7% Beginning

Our coach from the Center for Model Schools worked with teachers on six days: 11/27/23, 11/28/23, 2/16/24, 4/26/24, 4/29/24, and 4/30/24. Grade-level teams were coached on how to bump up the rigor in their lessons by focusing on the standard they are teaching, planning the questions, and looking at the instructional design of the lesson.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Central teachers use summative and formative data to improve and modify instruction to meet the needs of all our students, especially those who are low performing.
Central teachers also use STAR reading scores, district pre and post assessments and FastBridge scores to determine differentiated groups and student needs for reading. The FastBridge Benchmark assessments are given three times a year to gauge student growth in ELA, Math, and Social-emotional Health. Central grades 2-5 take the FastBridge Assessment in August, December, and May.
Central teachers use district assessment data, San Diego Quick (in August), MyPath Language & Literacy, Fastbridge and common formative assessment data to look at trends during their grade level team meetings. Our Paraprofessionals that support MTSS and MTSS clerk supported with intervention and collecting weekly data.
Central administration developed professional development based on many factors including state and district assessment scores. Our STEM RCD units integrate NGSS and ELA standards and have assessments for these state and national standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

For the 2023-2024 school year, Central teachers focused on Professional Learning Communities (PLCs) and engaged in the PLC process which included looking at August 2023 Benchmark data and tracking again in January 2024, and again in May 2024.The questions that guide our PLCs are: Where are we going with our students? Where are we now? How do we move learning forward? and What did we learn? In the 2024-2025 school year, we will continue to meet for PLCs and include our Paraprofessionals that support MTSS so that grade levels and paras are able to collaborate.

Central Teachers also used RCD unit pre & post-assessments; Common formative assessments; FastBridge Benchmark assessments; ELPAC data; and SBAC data. Teachers used these assessments to monitor student progress and determine Tier I Instruction and Tier II and Tier III interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2023-2024 school year, Central School has eighteen teachers. In addition, we have 0.5 FTE of a teacher librarian with a Clear Teacher Librarian Credential, 2.0 FTE Teacher Interns, 2.0 FTE Emergency Teacher Permits and 1.0 FTE Admin Intern. Central also has a 0.33 FTE of PE and 0.33 FTE of music.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

77% of Central teaching staff are fully credentialed. The four teachers who are not fully credentialed are in the intern program working towards full credential in general education. All teachers and students have access to instructional materials that are aligned to California content standards.

We use Wonders (K-5) for English Language Arts which was adopted in 2017 (McGraw Hill).
We use MyMath (K-5) textbook for math which was adopted in 2014 (McGraw Hill).
We use Dimensions (K-5) for science which was adopted in 2022 (Houghton Mifflin Harcourt). We also use integrated STEM/ELA Units of Study based on the NGSS through AdvanceSTEM.
We use MyWorld (K-5) for social studies which was recently adopted in 2020 (Savvas Learning Company).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is carefully planned and delivered with consideration for Common Core State Standards, Next Generation Science Standards, Student Performance Data, and Individual or Collective Professional Needs.

Our Professional Development focused on this year:

- AdvanceSTEM units of study
- Key Instructional Strategies
- Professional Learning Communities & Data from DnA Illuminate
- Multi-Tiered System of Supports (MTSS)
- Reading small group instruction
- Rigor & Instructional Design of lessons

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional assistance and support for teachers at Central School are:
Center for Model Schools coach - guidance and support with the Rigor rubric and lesson design.
Principal
Teachers on Special Assignment, Cristina Orsi, providing professional development and support with English Language strategies and GLAD strategies with Wonders curriculum.
STEM Instructional Leadership Team - provided ongoing support with Key Instructional Strategies and Rigor rubric.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in grade level teams that meet at least once a week after school. Teams also collaborate by grade level at site staff meetings weekly and at district staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Central teachers use our district STEM/ELA/Math RCD units of study which are aligned to state standards. State adopted materials are used and supplemented with teacher materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All Central students receive the recommended instructional minutes for reading/language art and mathematics.
All EL students receive 30 minutes of designated leveled instruction of ELD daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The core program with identified supporting materials are used.
Interventions happen during the day in leveled rotations in all grade levels.
All grade levels are on a rotation basis for before and after school math and ELA interventions with a paraprofessional trained in interventions.
Based upon student need, and teacher availability, grade levels provide interventions before and after school.
All K-5 students receive at least 20 minutes of reading and math intervention daily on MyPath.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards based instruction and curriculum materials, including intervention materials. K-5 students also use My Path daily. Corrective Reading is used daily for reading intervention for grades 3, 4, and 5.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program to help underperforming students:
Reading small groups by teachers
Math small group by teachers
MyPath Language & Literacy
Interventions after or before school by teachers
Interventions after and before school by trained paraprofessional
Paraprofessional support for reading
Paraprofessional support for kindergarten
Paraprofessional support for first grade
Paraprofessional support for EL students
Paraprofessional support for intervention
Corrective Reading
Interactive Read Alouds

Evidence-based educational practices to raise student achievement

Educational-based practices:
Teacher collaboration
Formative assessments in STEM RCD units of study
Rigor, Relevance and Relationships
NGSS Sense Making Notebooks
Corrective Reading
Differentiated small student groupings working with teacher or staff

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist under-achieving students:
VCC counseling
Sow A Seed counseling
Parent liaison
Coats for Kids grant
Boys and Girls Club
Student supplies from Staples

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers, parents and community members help with Central's plan for Title 1 programs. The School SIte Council helps plan, evaluate and follow the continuous implementation of the plan throughout the school year. Teachers work together in meetings to evaluate and plan Title 1 programs. These programs are shared at Back to School events and in ELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorically funded services to assist under-performing students:
Paraprofessional to support EL students
Paraprofessional to support reading
Before and after school tutoring
Paraprofessional to support first grade
Paraprofessionals to support kindergarten
EL before and after school classes
AR/STAR
Differentiated reading time
Teacher professional development
Teacher planning and integration time

Fiscal support (EPC)

Title 1 funds to the school site have decreased by $23,000 for the 2024-2025 school year. The school also receives LCFF funding, targeted EL and targeted SES funding.

Educational Partner Involvement

How, when, and with whom did the 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

Central School's school plan has been developed with input from all appropriate stakeholders groups.
ELAC - September 25, 2023, November 30, 2023, February 1, 2024 and April 30, 2024.
School Site Council - September 27, 2023, November 28, 2023, February 27, 2024, March 26, 2024 and April 23, 2024.
School staff - Staff meetings August 2023, January 2024, April 2024.
School staff - Team discussions and surveys on priorities, goals and expenditures November 2023 and January and February 2024.

Resource Inequities

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

In reviewing the California state data dashboard for Central School it was observed that English Learner Progress is the lowest in the "orange" low performance band. Our students who have disabilities scored in the "red" very low performance band for ELA and Math. Students of Socioeconomically Disadvantaged scored in the "red" very low performance band for ELA. In addition, Homeless and Students with Disabilities scored "orange" in the low performance band. For Suspension Rates, Homeless and Students with Disabilities scored "orange" in the low performance band. Central School qualifies for ATSI in these areas under the new accountability system, with the Dashboard Indicator and subgroup data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.43%	0.25%	1	2	1
African American	4.3%	3.67%	2.04%	19	17	8
Asian	7.9%	5.40%	5.85%	35	25	23
Filipino	1.4%	2.38%	1.78%	6	11	7
Hispanic/Latino	74.9%	76.46%	76.59%	332	354	301
Pacific Islander	0.7%	0.43%	1.27%	3	2	5
White	6.3%	7.34%	8.14%	28	34	32
Multiple/No Response	4.3%	3.89%	4.07%	19	18	16
			Total Enrollment	443	463	393

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	78	65
Grade 1	76	81	67
Grade 2	74	78	68
Grade3	58	78	75
Grade 4	83	55	67
Grade 5	68	93	51
Total Enrollment	443	463	393

Conclusions based on this data:

1. Central School's Hispanic/Latino subgroup has increased to 76.59%
2. Central School's subgroup numbers have stayed fairly consistent the past three years.
3. Enrollment at Central School has decreased last year, however for the 2024-2025 school year, we will be adding an additional classroom.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	215	220	178	48.5%	47.5%	45.3%
Fluent English Proficient (FEP)	30	30	26	6.8%	6.5%	6.6%
Reclassified Fluent English Proficient (RFEP)	12	12	5	5.6%	2.6%	1.3%

Conclusions based on this data:

1. Over the past three years enrollment has fluctuated.
2. The number of Central School's EL students reclassified is 6.
3. The percentage of EL students has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	75	82	58	74	77	58	74	77	96.7	98.7	93.9
Grade 4	86	58	67	85	54	66	85	54	66	98.8	93.1	98.5
Grade 5	69	92	52	69	91	52	69	91	52	100.0	98.9	100.0
All Grades	215	225	201	212	219	195	212	219	195	98.6	97.3	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2346.	2375.	2395.	6.90	9.46	23.38	10.34	16.22	14.29	20.69	28.38	18.18	62.07	45.95	44.16
Grade 4	2415.	2383.	2379.	12.94	1.85	3.03	12.94	14.81	13.64	28.24	14.81	19.70	45.88	68.52	63.64
Grade 5	2411.	2422.	2414.	5.80	9.89	5.77	11.59	12.09	13.46	13.04	17.58	21.15	69.57	60.44	59.62
All Grades	N/A	N/A	N/A	8.96	7.76	11.79	11.79	14.16	13.85	21.23	20.55	19.49	58.02	57.53	54.87

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	6.90	4.05	11.69	41.38	64.86	54.55	51.72	31.08	33.77
Grade 4	14.12	0.00	6.06	64.71	61.11	48.48	21.18	38.89	45.45
Grade 5	7.25	9.89	1.92	44.93	36.26	53.85	47.83	53.85	44.23
All Grades	9.91	5.48	7.18	51.89	52.05	52.31	38.21	42.47	40.51

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	3.45	8.11	16.88	43.10	47.30	48.05	53.45	44.59	35.06
Grade 4	1.18	5.56	1.52	60.00	46.30	40.91	38.82	48.15	57.58
Grade 5	2.90	4.40	7.69	37.68	47.25	42.31	59.42	48.35	50.00
All Grades	2.36	5.94	9.23	48.11	47.03	44.10	49.53	47.03	46.67

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	5.17	0.00	10.39	65.52	71.62	64.94	29.31	28.38	24.68
Grade 4	4.71	1.85	3.03	65.88	68.52	66.67	29.41	29.63	30.30
Grade 5	5.80	5.49	7.69	63.77	64.84	61.54	30.43	29.67	30.77
All Grades	5.19	2.74	7.18	65.09	68.04	64.62	29.72	29.22	28.21

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	10.34	14.86	11.69	51.72	59.46	59.74	37.93	25.68	28.57
Grade 4	5.88	3.70	9.09	68.24	66.67	54.55	25.88	29.63	36.36
Grade 5	4.35	6.59	3.85	57.97	57.14	57.69	37.68	36.26	38.46
All Grades	6.60	8.68	8.72	60.38	60.27	57.44	33.02	31.05	33.85

Conclusions based on this data:

1. Overall scores in ELA/Literacy for Central School students show an increase of 4.03% in standard exceeded, with third grade having a significant increase in standard exceeded. There was an overall slight decrease in percent standard met and percent nearly met. Overall, each grade level showed a decrease in percent standard not met, with an overall decrease of 2.66%.
2. The Central School student scores for percent below standard in reading, listening, and writing decreased.
3. The Central School student scores for percent above standard and below standard increased in grade 4 research and inquiry. Students in grade four decreased in at or near the standard in research and inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	75	82	58	73	81	58	73	81	96.7	97.3	98.8
Grade 4	86	58	67	84	54	67	84	54	67	97.7	93.1	100.0
Grade 5	69	92	52	69	92	52	69	92	52	100.0	100.0	100.0
All Grades	215	225	201	211	219	200	211	219	200	98.1	97.3	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2323.	2386.	2384.	0.00	4.11	4.94	6.90	35.62	23.46	24.14	17.81	28.40	68.97	42.47	43.21
Grade 4	2396.	2381.	2396.	0.00	1.85	5.97	15.48	11.11	10.45	26.19	29.63	25.37	58.33	57.41	58.21
Grade 5	2390.	2403.	2396.	4.35	4.35	1.92	2.90	8.70	11.54	11.59	13.04	11.54	81.16	73.91	75.00
All Grades	N/A	N/A	N/A	1.42	3.65	4.50	9.00	18.26	16.00	20.85	18.72	23.00	68.72	59.36	56.50

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	1.72	20.55	12.35	31.03	38.36	46.91	67.24	41.10	40.74
Grade 4	2.38	1.85	10.45	38.10	31.48	20.90	59.52	66.67	68.66
Grade 5	2.90	2.17	3.85	13.04	26.09	21.15	84.06	71.74	75.00
All Grades	2.37	8.22	9.50	27.96	31.51	31.50	69.67	60.27	59.00

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	0.00	5.48	9.88	34.48	52.05	44.44	65.52	42.47	45.68
Grade 4	3.57	1.85	4.48	45.24	37.04	41.79	51.19	61.11	53.73
Grade 5	2.90	6.52	1.92	26.09	34.78	34.62	71.01	58.70	63.46
All Grades	2.37	5.02	6.00	36.02	41.10	41.00	61.61	53.88	53.00

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	1.72	8.22	7.41	56.90	61.64	61.73	41.38	30.14	30.86
Grade 4	3.57	1.85	4.48	59.52	42.59	46.27	36.90	55.56	49.25
Grade 5	1.45	2.17	1.92	40.58	44.57	46.15	57.97	53.26	51.92
All Grades	2.37	4.11	5.00	52.61	49.77	52.50	45.02	46.12	42.50

Conclusions based on this data:

1. The percentage of Central School students who score above standard in mathematics increased over the past three years.
2. The percentage of Central School students who score exceeding the standard in fourth grade increased by 8.6% in Concepts and Procedures.
3. The percentage of Central School students who score below the standard for mathematics decreased by 2.86%.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.22	11.54	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. Central School students' scores decreased in Science from the 2021-22 school year to the 2022-2023 school year by 3.68 points.
2. The increase in science scores from 21-22 to 22-23 is 1.49 points for TUSD.
3. The state increase from 21-22 to 22-23 by 0.82 points.

School and Student Performance Data

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	1408.2	1430.5	1463.8	1429.8	1451.8	1458.0	1357.3	1380.2	1477.3	45	37	26
1	1447.0	1429.0	1442.7	1465.9	1447.6	1446.0	1427.6	1409.8	1438.9	34	42	33
2	1469.2	1471.7	1469.9	1469.3	1481.9	1476.1	1468.5	1461.0	1463.2	35	35	39
3	1465.5	1489.9	1456.2	1473.4	1484.9	1455.3	1457.0	1494.2	1456.8	25	29	36
4	1491.8	1482.9	1487.5	1494.4	1484.3	1477.7	1488.6	1480.8	1497.0	44	24	31
5	1501.9	1502.2	1492.8	1500.6	1510.7	1492.3	1502.8	1493.4	1492.8	38	46	24
All Grades										221	213	189

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	2.22	5.41	26.92	40.00	56.76	30.77	37.78	32.43	42.31	20.00	5.41	0.00	45	37	26
1	8.82	2.38	6.06	35.29	33.33	27.27	38.24	35.71	45.45	17.65	28.57	21.21	34	42	33
2	5.71	8.57	5.13	48.57	42.86	56.41	25.71	34.29	25.64	20.00	14.29	12.82	35	35	39
3	4.00	6.90	8.33	16.00	41.38	22.22	60.00	41.38	33.33	20.00	10.34	36.11	25	29	36
4	9.30	0.00	19.35	32.56	37.50	35.48	32.56	41.67	16.13	25.58	20.83	29.03	43	24	31
5	10.53	8.70	4.17	34.21	28.26	29.17	21.05	45.65	29.17	34.21	17.39	37.50	38	46	24
All Grades	6.82	5.63	11.11	35.45	39.44	34.39	34.55	38.50	31.75	23.18	16.43	22.75	220	213	189

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	6.67	27.03	34.62	48.89	45.95	26.92	31.11	21.62	38.46	13.33	5.41	0.00	45	37	26
1	17.65	14.29	12.12	55.88	40.48	45.45	17.65	26.19	24.24	8.82	19.05	18.18	34	42	33
2	17.14	28.57	28.21	40.00	40.00	41.03	31.43	25.71	23.08	11.43	5.71	7.69	35	35	39
3	24.00	13.79	13.89	44.00	55.17	44.44	12.00	17.24	19.44	20.00	13.79	22.22	25	29	36
4	32.56	12.50	41.94	34.88	50.00	16.13	25.58	20.83	12.90	6.98	16.67	29.03	43	24	31
5	31.58	28.26	20.83	26.32	52.17	45.83	28.95	6.52	20.83	13.16	13.04	12.50	38	46	24
All Grades	21.36	21.60	24.87	41.36	46.95	37.04	25.45	19.25	22.75	11.82	12.21	15.34	220	213	189

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	23.08	6.67	21.62	38.46	55.56	56.76	38.46	37.78	21.62	0.00	45	37	26
1	2.94	2.38	6.06	29.41	16.67	18.18	32.35	33.33	39.39	35.29	47.62	36.36	34	42	33
2	8.57	5.71	2.56	42.86	37.14	46.15	22.86	20.00	25.64	25.71	37.14	25.64	35	35	39
3	0.00	10.34	2.78	8.00	17.24	27.78	36.00	55.17	8.33	56.00	17.24	61.11	25	29	36
4	6.98	0.00	6.45	11.63	8.33	22.58	34.88	45.83	38.71	46.51	45.83	32.26	43	24	31
5	7.89	0.00	0.00	15.79	6.52	12.50	31.58	52.17	41.67	44.74	41.30	45.83	38	46	24
All Grades	4.55	2.82	6.35	18.64	17.84	28.57	36.36	43.66	30.69	40.45	35.68	34.39	220	213	189

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.67	29.73	42.31	84.44	64.86	57.69	8.89	5.41	0.00	45	37	26
1	26.47	23.81	33.33	64.71	57.14	54.55	8.82	19.05	12.12	34	42	33
2	14.29	20.00	17.95	74.29	71.43	71.79	11.43	8.57	10.26	35	35	39
3	16.00	41.38	25.00	60.00	55.17	50.00	24.00	3.45	25.00	25	29	36
4	34.88	20.83	45.16	58.14	70.83	32.26	6.98	8.33	22.58	43	24	31
5	10.53	6.52	25.00	71.05	82.61	58.33	18.42	10.87	16.67	38	46	24
All Grades	18.18	22.54	30.69	69.55	67.61	54.50	12.27	9.86	14.81	220	213	189

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	20.45	21.62	23.08	59.09	70.27	73.08	20.45	8.11	3.85	44	37	26
1	17.65	9.52	12.12	73.53	71.43	54.55	8.82	19.05	33.33	34	42	33
2	17.14	34.29	46.15	71.43	57.14	43.59	11.43	8.57	10.26	35	35	39
3	40.00	31.03	16.67	44.00	55.17	55.56	16.00	13.79	27.78	25	29	36
4	32.56	20.83	35.48	55.81	62.50	19.35	11.63	16.67	45.16	43	24	31
5	43.24	71.11	50.00	29.73	15.56	29.17	27.03	13.33	20.83	37	45	24
All Grades	27.98	33.02	30.16	55.96	53.77	46.03	16.06	13.21	23.81	218	212	189

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	2.70	23.08	71.11	75.68	76.92	28.89	21.62	0.00	45	37	26
1	17.65	7.14	21.21	35.29	40.48	36.36	47.06	52.38	42.42	34	42	33
2	14.29	8.57	2.56	57.14	48.57	74.36	28.57	42.86	23.08	35	35	39
3	0.00	10.34	8.33	40.00	65.52	27.78	60.00	24.14	63.89	25	29	36
4	11.63	0.00	12.90	41.86	41.67	51.61	46.51	58.33	35.48	43	24	31
5	10.53	0.00	0.00	52.63	45.65	50.00	36.84	54.35	50.00	38	46	24
All Grades	9.09	4.69	11.11	50.91	52.58	52.38	40.00	42.72	36.51	220	213	189

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	8.89	21.62	73.08	33.33	54.05	26.92	57.78	24.32	0.00	45	37	26
1	5.88	4.76	6.06	70.59	57.14	72.73	23.53	38.10	21.21	34	42	33
2	14.29	11.43	15.79	60.00	54.29	65.79	25.71	34.29	18.42	35	35	38
3	0.00	3.45	11.11	48.00	89.66	61.11	52.00	6.90	27.78	25	29	36
4	9.52	0.00	9.68	54.76	66.67	64.52	35.71	33.33	25.81	42	24	31
5	10.81	4.35	0.00	48.65	60.87	58.33	40.54	34.78	41.67	37	46	24
All Grades	8.72	7.98	18.09	51.83	62.44	59.57	39.45	29.58	22.34	218	213	188

Conclusions based on this data:

1. The overall score for Central School students in Language shows an increase of 5.48% in the number of students scoring level 4. The overall score for Central School students in Language shows an increase in level 1 students by 6.32%.
2. Central School students Written Language levels 3 increased by 3.53% and level 4 increased by 10.73%. Written language level 2 decreased by 12.97% and level 1 decreased by 1.29%.
3. Central School students Somewhat/Moderate domains for Listening, Speaking, Reading and Writing all decreased in percentage. Listening Somewhat/Moderately Domain decreased by 13.11%. The speaking domain decreased by 7.74%, Reading domain decreased by 0.2% and the Writing domain decreased by 2.87%.

School and Student Performance Data

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**
393	**86.5**	**45.3**	**1**
Total Number of Students enrolled in Central 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	178	45.3
Foster Youth	4	1
Homeless	60	15.3
Socioeconomically Disadvantaged	340	86.5
Students with Disabilities	76	19.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2
American Indian	1	0.3
Asian	23	5.9
Filipino	7	1.8
Hispanic	301	76.6
Two or More Races	16	4.1
Pacific Islander	5	1.3
White	32	8.1

Conclusions based on this data:

1. Central School has high poverty with 86.5% low SES students and over 15% of the students homeless.

2. 19.3% of the students at Central School are Students with Disabilities.

3. Central School's student population decreased in enrollment by 70 students over the last year.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts and Mathematics student scores are in the Yellow range. ELA and Math will continue to be a focus for our students.
2. English Learner Progress is in the Orange Performance range.

3. The suspension and chronic absenteeism rates are in the Yellow range. Overall, English Language Arts, Mathematics, Chronic Absenteeism, and Suspension rates improved from the previous school year.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
69 points below standard	70.2 points below standard	3 Students
Increased +4.8 points	Increased +7.4 points	
185 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
85 points below standard	 Red	 Red
Decreased -11 points	73.1 points below standard	147.3 points below standard
28 Students	Maintained +2.4 points	Decreased -6 points
	158 Students	60 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 69.1 points below standard Increased +7.1 points 145 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	100.4 points below standard Increased Significantly +18 points 14 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**
86.2 points below standard Increased +5.1 points 79 Students	Less than 11 Students 8 Students	80.2 points below standard Decreased -9.3 points 89 Students

Conclusions based on this data:

1. While all Central School student groups scored below standard, the English Learner student group scores increased by 7.4 points and moved into the Orange level.
2. Overall, all Central School students scored in the Yellow level and increased by 4.8 points for ELA.
3. Current English Learner students increased by 5.1 points and English Only students decreased by 9.3 points.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
83 points below standard	84.5 points below standard	3 Students
Increased +11 points	Increased Significantly +15 points	
185 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
100.5 points below standard	 Yellow	 Red
Decreased Significantly -31.7 points	86 points below standard	171.7 points below standard
28 Students	Increased +9 points	Decreased -3.1 points
	158 Students	60 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 82.9 points below standard Increased +10.1 points 145 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	121.1 points below standard Increased Significantly +33.5 points 14 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**
96 points below standard Increased Significantly +17.9 points 79 Students	Less than 11 Students 8 Students	89.1 points below standard Maintained +0.4 points 89 Students

Conclusions based on this data:

1. Overall Central School students scored in the Yellow level for Mathematics. The English Learners and Socioeconomically Disadvantaged student groups scored in the Yellow level both increasing their points to the standard.
2. Students with Disabilities scored in the Red level and the scores decreased by 3.1 points.
3. The current English Learner students' scores increased significantly by 17.9 points in Math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
41.6 points above standard making progress towards English language proficiency
Number of EL Students: 149 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
42	45	1	61

Conclusions based on this data:

1. Central School maintained in Performance Level 2 and are 41.6 points above standard making progress towards English language proficiency.
2. 1 student maintained ELPI Level 4 and 61 students progressed at least one ELPI level.
3. Central School had 28% of the students decrease one ELPI level, which is an increase from the previous year of 17.9%. A focus on English Language support will be added to our site goals for the 2024-2025 school year.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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 College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

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**
 Yellow	 Yellow	Less than 11 Students
28% Chronically Absent	23.3% Chronically Absent	9 Students
Declined Significantly -15	Declined Significantly -14	
439 Students	202 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
33.3% Chronically Absent	28.3% Chronically Absent	42.3% Chronically Absent
Declined -18.8	Declined Significantly -16.5	Declined -9.6
72 Students	378 Students	104 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 1 Student	22.2% Chronically Absent Increased 14.5 27 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 26.8% Chronically Absent Declined Significantly -17.4 332 Students	31.3% Chronically Absent Declined -13.8 16 Students	Less than 11 Students 8 Students	 Orange 31.6% Chronically Absent Declined -14.4 38 Students

Conclusions based on this data:

1. Central School had a significant decline in Chronic Absenteeism for Fall 2023 compared to Fall 2022.
2. Homeless and Students with Disabilities subgroups are in the Orange Performance Level.
3. English Learners and Socioeconomically Disadvantaged subgroups are in the Yellow Performance level.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	Less than 11 Students
4.3% suspended at least one day	4.8% suspended at least one day	9 Students
Declined Significantly -2.1	Declined Significantly -2.9	
463 Students	208 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Yellow	 Orange
6.3% suspended at least one day	4.8% suspended at least one day	6.9% suspended at least one day
Declined -0.5	Declined Significantly -2	Declined -2.4
79 Students	394 Students	116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Declined -16.7 13 Students	Less than 11 Students 2 Students	6.9% suspended at least one day Declined -0.5 29 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 4.4% suspended at least one day Declined -0.7 344 Students	0% suspended at least one day Declined -20 18 Students	Less than 11 Students 8 Students	 Yellow 4.8% suspended at least one day Declined -0.5 42 Students

Conclusions based on this data:

1. Central School overall suspension rate had a significant decline from the previous year going from 6.4% to 4.3%.
2. Students with Disabilities and Homeless subgroups both are in the Orange Performance level, however they did decline slightly from the previous year.
3. English Learners and Socioeconomically Disadvantages subgroups are in the Yellow Performance level with a significant decrease in suspensions from the previous year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

Identified Need

Students at Central School continue to score below grade level standard across all grades in ELA and Math on the SBAC. 74.36% of the 3-5th grade students scored in nearly met or not met the standards in English Language Arts portion of the SBAC assessment.
79.5% of the 3-5th grade students scored in nearly met or not met the standards in Mathematics portion of the SBAC assessment.

23.05% of 5th grade students scored exceeded or met CAST Science standards on SBAC, this is below the district at 24.54% and the state at 30.29%.

The number of students who have reclassified dropped from 6 in 2021-2022 to 5 in 2022-2023 for 1.3% of our English Learners. In 2020-2021 12 students were reclassified.
40.9% of our English Learner students did progress by at least one level for English Proficiency in 2022-2023.

Students with Disabilities and Socioeconomically Disadvantaged subgroups scored in the lowest performance range for SBAC ELA, and Students with Disabilities scored in the lowest performance range for SBAC Math.

A focus on Academic Discussion is an identified need based on assessment of the rigor rubric during Informal and Formal Walkthroughs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge ELA and Math	Reading 30 % in college pathways and low risk groups 70 % in some and high risk groups Math 25 % in college pathways and low risk groups 75 % in some and high risk groups	Fastbridge data will show a 5% growth in college pathways and low risk groups and a 10% decrease in the some and high risk groups for ELA and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rigor rubric	By Collaborative Instructional Review (CIR) Rigor Rubric, the majority of our staff are "well developed" in Thoughtful Work, "developed" in High-Level Questioning, and "Well developed" in Academic Discussion. By Informal Rigor Rubric walkthroughs, the majority of our staff are "emerging" in Thoughtful Work, "Emerging" in High-Level Questioning, and "beginning" in Academic Discussion.	We will see an increase in evidence of Academic Discussion, High-Level Academic Questioning and Thoughtful work to increase to "developed" during informal walkthroughs.
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	25.64% of students exceeded or met ELA standards on SBAC	30.64% of students will exceed or meet ELA standards on SBAC.
STEM units	100% of STEM units completed by all classes in all grade levels.	All STEM units completed by all teachers
Increase the % of Standard Exceeded and Standard Met on Overall Mathematics achievement for all grades by at least 5% on SBAC	20.50% of students exceeded or met Mathematics standards on SBAC	25.50% of students will exceed or meet ELA standards on SBAC.
Percent of students showing one year of EL proficiency growth on ELPAC	40.9% of students made one year of EL proficiency growth on the 2022-2023 dashboard	45.9% will increase in making one year of EL proficiency growth on ELPAC.
Increase the % of Standard Exceeded and Standard Met for 5th grade CAST	23.05% of 5th grade students exceeded or met CAST Science Standards on SBAC.	28.05% of students will exceed or meet CAST Science standards on SBAC.
Reclassification of EL students	5 students were reclassified	10 students reclassified

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classroom support, materials and supplies, and STEM

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
4434	Title I
6177	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Consumables and intervention/classroom support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5758	LCFF - Supplemental
3500	LCFF - Supplemental
4,000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide subs for Grade Level Collaborative Planning days for lessons, STEM, interventions, and assessments

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

15320	Title I
4000	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide subs for Professional Learning Communities (PLCs) for all grade levels to meet with paraprofessionals providing support for intervention for MTSS. Grade levels will meet to focus on effective instructional practices to maximize student achievement. Teachers will have the opportunity to work collaboratively during PLCs, Grade Level Collaboration and Vertical Articulation time to identify grade level proficiency using the results of measures of assessment (i.e. common formative assessments, universal screeners, district assessment results, FastBridge, and school adopted common formative assessments) to plan instruction, monitor student progress, and adjust instruction accordingly. They will use the results to inform instruction, plan additional interventions and small group intervention. This time will be used to address specific needs in literacy, math and STEM.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6640	Title I
3440	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STEM ILT team planning and presenting professional development for staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide subs for Lesson Studies, each grade level will get one day to plan a lesson, observe and teach the lesson, and debrief after the lesson. The projected outcome is collaboration on instructional strategies for grade-level standards and student outcomes to increase academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,880	Title I
2000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Real world and extension experiences including field trips. Artist in Residence will be provided through Prop 28 funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6000	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID strategies for student organization including agendas, folders and materials. 3rd, 4th and 5th grade students will receive agendas to teach organizational skills and time management. All students will receive a Central Folder which has the bell schedule and important handbook policies printed on it. The folder will be used to send home corrected work and for communication between school and home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher professional development/training/resources/book study/conferences/Kagan Cooperative Learning Structures/CABE

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I
9200	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Library supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Primary students

Strategy/Activity

Subs will be provided for Kindergarten and 1st Grade to individually give Trimester Assessments to students for data collecting and monitoring student progress.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1680	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Three salaried paraprofessionals - providing intervention for all students in the areas of ELA and Mathematics, including EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
25415	Title I
14297	LCFF - Supplemental
18988	LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

EL workbooks - consumables

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3500	LCFF - Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Assessments ELPAC - EL coordinator testing and scoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3300	LCFF - Supplemental

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

ELL morning/after school intervention - learning English

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
700	LCFF - Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school/extended day interventions - teacher time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Boys and Girls Club members

Strategy/Activity

Boys and Girls Club support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4000	Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students needing SST

Strategy/Activity

SST meetings-timesheets/subs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2240	Title I

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology and technology programs and professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5000	Title I
2972	LCFF - Supplemental

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teacher subs for professional development/conferences to include Kagan Cooperative Learning Structures with EL focus, SJCOE PD, CABE and any other PD as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I
840	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2023-24 school year, the staff at Central School continue to work on closing the achievement gap for our students, focusing on instructional strategies and intervention. Teachers had the opportunity to supplement classroom materials and supplies for intervention to create engaging and rigorous lessons for STEM, ELA and Math.

Our STEM Instructional Leadership Team provided professional development with the staff on ways to use the Universal Instructional Tools to increase the rigor of student engagement and 5-E lesson plans. Our instructional coach from Center for Model Schools also worked with staff to increase rigor and focusing on the standard of focus for the lesson. Our EdTSAs also provided professional development workshops after school for staff to become more comfortable with classroom technology and STEM requirements.

Our staff used Renaissance Learning to motivate and monitor student growth in reading. Students were recognized for their achievement in trimester assemblies. Grade levels also had friendly competition to increase reading habits by monitoring the number of points earned through Accelerated Reader assessments, monitoring their comprehension skills.

With the district providing continued funding for two 8-hour paras to support MTSS intervention, Central was able to serve students, before, during and after school. Intervention in the morning targeted reading learning goals and in the afternoon, math learning goals were targeted. Our Intervention support used the researched base intervention of Corrective Reading. All grade levels

were given 30 minutes, five days a week for intervention. Math intervention grade level support alternated each trimester so all grade levels received fair support.

Central has 3, 3-hour paraprofessionals to support, Reading intervention, First grade foundational skills, and EL newcomer intervention support. Classroom teachers use the EL workbooks to support our English Language population. After school EL intervention was not used this year as teachers were not willing to stay after school in addition to their normal contract hours. Some grade levels did utilize after school intervention for at-risk students in their classroom and did provide standard focused intervention.

Central also has 3, district funded paraprofessionals who serve in kindergarten for four hours. The kindergarten paras support small group instruction, allowing for differentiated instruction to occur on a regular basis. Teachers in Kindergarten and First grade give one-on-one assessments and used sub coverage time to be able to assess students to monitor their growth throughout the school year.

With Central School's high socioeconomically disadvantaged status (86.5%), we were fortunate to have 5 days of counseling support with Valley Community Counseling and Sow-a-Seed.

Central School teachers continue to focus on literacy. Teachers are dedicated to Haggerty and Nancy Fetzer reading strategies. We will continue to focus on literacy instruction and improving reading skills in our students through Planning days, Professional Learning Communities and focusing on EL strategies.

Central School teachers worked hard to complete district STEM requirements and our ILT provided professional development and led STEM/Math lesson studies.

Administration did walkthroughs with the rigor rubric for STEM documentation. Positive notes from these walk throughs were given for teachers.

The schedules we set up for intervention paras are effective. Classroom teachers did see an increase in student academic growth when attending intervention based on pre and post assessment data and progress monitoring.

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

Our Classified Para Educator 1 position for 1st grade intervention support was vacant from November 1 thru February 19th and our English Language intervention support was vacant from February 19 through April. Central staff came together to help support the academic needs of our EL newcomers and first grade students, supporting them through intervention and our Priority Individualized Reading time.

While our Chronic absenteeism improved, attendance continues to be a struggle for our students. Teachers are very dedicated to literacy at Central School. We are able to do our PIR (Priority Individualized Reading) time of differentiated reading instruction each day. Our paras and the para for interventions help during this time. Having three kindergarten paras has been immensely helpful for kindergarten to be able to do PIR well. We utilized our teacher librarian for literature circles for PIR this year also.

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.

Due to the lack of growth for our English Language students and the need to increase student academic language on the rigor rubric, we will have professional development to assist cooperative learning structures with an English Language focus for our Buy Back Day in July 2024.
We will also include paraprofessionals into the PLC planning days to discuss student interventions with the classroom teachers for targeted learning goals during intervention. Teachers will be provided 3 cycles of PLC time throughout the year.
We will also implement our Lesson Studies in fall so that teachers can implement and use the learned strategies throughout the school year. We will continue to make Literacy, Math and STEM a priority to strengthen and increase our instructional strategies for academic improvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Central School is proud of the decrease in Chronic Absenteeism and Suspension rate. The staff at Central focus on providing a safe and equitable learning environment for all students, teachers and community. We foster positive parent, student and community engagement to promote student success. This year we have incorporated monthly Parent Café meetings, Child Abuse Prevention Council (CAPC) workshops, a celebration for Black History Month (February), and Read Across America (March). Tracy PD was also invited to conduct several workshops for parents informing them about internet safety and cyberbullying, along with drug and gang prevention.

Student's mental health remains a concern on campus so we have incorporated Second Step (Social-Emotional Learning curriculum) with Character Counts and have a school-wide focus on paired SEL lessons. Central needs to continue to provide counseling services with Valley Community Counseling and Sow-A-Seed to help students' mental health needs.

We will continue with incentives for students showing good character and reinforce with positive redirection. Students are recognized for attendance and good character each trimester.

While Attendance has improved, it remains a concern and we continue to inform families and students that all students are to attend school every day when healthy. We will continue to be diligent in our SARB process to work with families who are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data: Average Daily Attendance Rate	Months 1-7 were an average of 91.64% which is minimal improvement from the previous year. Month 1: 92.88% Month 2: 92.01% Month 3: 93.34% Month 4: 91.49% Month 5: 89.55% Month 6: 90.47% Month 7: 91.79%	Monthly average attendance goal is 95%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	There have been 10 In-house suspensions and 27 suspensions for the 23-24 school year. This is an increase from the 16 suspensions last school year. Of the 37 suspensions, this is only 3.97% of our students receiving at least one suspension.	Suspension numbers below 35 and less than 5% of the students.
Parent attendance at Parent Cafe/family workshops	Average parent attendance at Parent café/workshops is 11. This is lower than our goal of 20 last year. Latino Family Literacy workshop is open to 20 families and all spots were filled. Parents are asking for more workshops and parent engagement events.	Increase our parent cafe attendance to an average of 20 parents. Gain parent engagement with PIQE workshops in the evening next school year.
SARB letters and meetings	Letter 1 - 98 Letter 2 - 48 Letter 3 - 33 School site SARB meetings - 81 No families went through a SARB hearing.	Letters and meetings to decrease by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide recognition to students and incentives for attendance, academics, behavior and character.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

100	LCFF
2860	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Classified and Certificated overtime for family orientation and engagement events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3600	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent communication and translations - Central School has a school community that needs translations sent to parents for school communications/IEP/504/SST, Parent/Teacher conferences and Open House. Central School's community relies heavily on paper communication for information, along with text messages and emails that must be translated for families. In addition to copies, Central School needs additional clerical support to assist families in communicating with the school keeping the home/school communication line open and available.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3800	LCFF - Supplemental
8200	Title I
5000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent education and appreciation: PIQE Basics (all families) will be TUSD funded through grant money in the fall of 2024. PIQE Literacy Workshop will be funded through Title 1 offering literacy education to parents in grades TK-3.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1500	LCFF - Supplemental
14000	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Extra day for counseling services with VCC. The need for additional days for unforeseen expenses related to intervention and/or mental health is needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10000	Title I
8720	LCFF - Supplemental

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 deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Central students earned recognition at each trimester assembly for perfect attendance, academic improvements in math and reading, and character. Each month Central School focused on one of the six Pillars of Character.
At our end of year grade level assemblies, students can earn medals, certificates and paws for perfect attendance, character, academic improvement writing, mathematics, reading, and most improved, among other recognition awards.

Students earned incentives for "Beat the Bell" Weekly Tardy Challenge, including monthly attendance challenges. Some themes this school year have been, hot cocoa and cookies, snow dance party, March Madness basketball challenge, and Silly String the principal.

Students also receive birthday books and book giveaways before extended school breaks. Students also earn PAWS rewards for good behavior and academic success.

We did have Valley Community Counseling and Sow-A-Seed continue with student counseling. Counselors were on campus five days a week which was very good for students. We have received about 85 counseling referrals this school year.

Chronic Absenteeism continues to be a concern for Central School. We continue to implement the SARB process. This year we have sent out Letter 1's, Letter 2's, and Letter 3's. We have not had to send any families to SARB hearings this year. SARBs are run bi-weekly.

Strategies 3 and 4 were for parent communication, education and translations. Central's Parent Cafe included CAPC and Tracy PD providing workshops for our parents. All communication needs to be translated for families. Families came to Back to School Night, and Read Across America Night. We also teamed up with Central's Boys and Girls Club and had a Black History Celebration night.

We will continue to have our Annual Family Picnic Event with Boys and Girls Club in May.

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

Central families received weekly updates through email and text message. Parents were provided with a link to the school webpage which was updated weekly. We also added in social media communication with families utilizing our Facebook page and added in Central School Instagram.

We also teamed up with Central's Boys and Girls Club and had a Black History Celebration night.

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.

Central School will have Parent Institute for Quality Education (PIQE) provide two parent education workshops for our families next year. We will kick off the year in September with the Family Engagement Workshop (TK-5) which is an 8 week course. In January, we will have the Family Literacy Program, which is a 9 week program from TK-3rd grade families.

We will also provide additional staff coverage with classified and certificated members to assist at family orientation and engagement events.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

All Central students will read at grade level by 3rd grade.

Identified Need

54.87% of Central's 3-5th grade students did not meet the standard in overall achievement of English Language Arts on the CAASPP. 41.84% of our 2-5th grade students were High-Risk for aReading universal benchmark assessment in FastBridge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Overall Achievement: Dashboard	69 points below the standard Increased by 4.8 points from previous year.	Increase by 10 points
STAR reading results	96 students in grades 2-5 have gained a year or more in reading levels this school year. Broken down by grade level; 26 2nd graders 31 3rd graders 14 4th graders 20 5th graders	Growth of .4 average instructional levels every trimester.
CAASPP 3rd Grade ELA Met/Exceeds Standard	14.29% met the standard 23.38% exceeded the standard	10% increase for standard met = 24.29% 5% increase for exceeding the standard = 28.38%
CAASPP 4th Grade ELA Met/Exceeds Standard	13.64% met the standard 3.03% exceeded the standard	10% increase for standard met = 23.64% 5% increase for exceeding the standard = 8.03%
CAASPP 5th Grade ELA Met/Exceeds Standard	13.46% met the standard 5.77% exceeded the standard	10% increase for standard met = 23.46%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		5% increase for exceeding the standard = 10.77%
FastBridge aReading Grade 2-5	41.84% High-Risk for aReading (Winter) 26.08% Some Risk for aReading (Winter)	10% decrease in High Risk for aReading; 31.84% 10% decrease in some Risk for aReading; 16.08%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1 Hour of daily Priority Individualized Reading (PIR) time as differentiated reading instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Read Across America day/evening event and books

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase library with fiction and non-fiction books and any other genre

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1500	LCFF - Supplemental
1000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Real life classroom periodicals

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,500	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Priority Individualized Reading (PIR) books for differentiated reading groups

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	Title I
1000	LCFF - Supplemental
2000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students TK-5th Grade

Strategy/Activity

Promote a culture of reading and summer reading with books provided to students to choose from prior to extended breaks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote a culture of reading with books and reading programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

TUSD will contract with Houghton Mifflin to provide to provide Tier 1 training to K-2 teachers to ensure early reading foundations and instructional routines are implemented in every classroom.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded

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 deleted.

ANALYSIS

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

Central School continues to put Reading first as a goal for our students. Our students struggle with reading and are typically a grade level or more below current grade. Our teachers have one hour of Priority Individualized Reading (PIR) Time in which they provide differentiated reading instruction in small groups. During this time, our MTSS intervention paras and Reading and EL paraprofessionals provide differentiated instruction based on targeted standards that students are at not yet meeting. Teachers are also able to purchase class and small group sets of books for PIR differentiated reading time for literature circles, novel studies and small group reading instruction.

Central School held our Annual Read Across America Family event. Families enjoyed stories read by TUSD and community members, making their own books and visiting the Book Fair. Teachers were able to increase books for their classroom libraries. The library also increase books for fiction and non-fiction books.

All students at Central School use real-world periodicals in the classroom, providing students with informational text.

To promote a culture of reading throughout school, our students receive birthday books, book giveaways before extended school holiday/breaks and summer vacation. AR prizes are also provided for students at the end of each trimester. The Teacher Librarian also provides monthly library events, book giveaways at lunch, and Parent/Child Book Clubs.

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

Teachers implemented Priority Individualized Reading Time which was intervention for one hour where teachers focused on small, differentiated reading groups. One of our Gen Edu Paras focused on reading with students, based on student needs dictated by the classroom teacher based on data analysis. Our teacher librarian did literature circle with small group of third, fourth and fifth graders every other week. After school reading intervention did happen for many grade levels, but not as much as we had hoped.

The district funded My Path Language and Literacy for the school and teachers were able to supplement their intervention utilizing this intervention tool for differentiated independent instruction.

We hosted a Read Across America event. We encouraged parents and families to read at home with our students also.

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.

Due to majority of our students being below grade level, reading instruction will continue to be our focus for each student. Teachers feel this is a top priority and we will dig deeper into our data as we plan in our Professional Learning Communities and include our intervention paras in those meetings to better meet the needs of our students.

TUSD will continue to provide My Path Language & Literacy for our students, and this will continue to be used during PIR time for independent intervention for each student.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$240,561.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$133,269.00

Subtotal of additional federal funds included for this school: $133,269.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF	$17,117.00
LCFF - Supplemental	$90,175.00

Subtotal of state or local funds included for this school: $107,292.00

Total of federal, state, and/or local funds for this school: $240,561.00

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
April Jacobs	Principal
Stacey Arnaudo	Classroom Teacher
Norma Nunez	Classroom Teacher
Jo-Ann Golfo	Classroom Teacher
Maribel Ruiz	Parent or Community Member
Veronica Ramirez	Parent or Community Member
Erika Ambriz	Parent or Community Member
Nancy Alvarez	Parent or Community Member
Claudia Cordero	Parent or Community Member
Sandra Vasquez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 4/23/24.

Attested:

	Principal, April Jacobs on 4/23/2023
	SSC Chairperson, Stacey Arnaudo on 4/23/2023

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

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