School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis J. Villalovoz Elementary School	39-75499-6106488	April 30, 2025	May 27, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The Villalovoz Elementary School SPSA has been created with input from all appropriate educational partners. We engaged with School Site Council, ELAC, Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team, and staff. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input.

SSC: 9/5/24, 10/15/24, 11/12/24, 1/14/25, 3/25/25, 4/15/25
ELAC: 9/9/24, 11/18/24, 1/27/25, 3/31/25
Staff Meetings: Every Monday after school
Instructional Leadership Team: 8/29/24, 9/18/24, 10/18/24, 11/21/24, 1/28/25, 2/18/25, 3/25/25, 4/11/25, 5/9/25

Resource Inequities

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

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

After reviewing the California Data Dashboard information, it was observed that overall achievement in English Language Arts and Math is in the very low range for English Learners and Students with Disabilities for the 2023 - 2024 school year. In addition, based on the California Data Dashboard information, Chronic absenteeism was very high for the Hispanic and Students with Disabilities subgroups. Villalovoz qualifies for ATSI in the areas of English Language Arts, Math, and Chronic Absenteeism for Students with Disabilities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

When referring to the California School Dashboard, the following state indicators have an overall performance category of "Red" or "Orange"

Suspension Rate is in the "Orange" performance category. This rate maintained for students suspended at least one day in 2022-2023 at 3.1% to 3.2% in 2023-2024. Villalovoz has contracted with the Boys and Girls Club of Tracy to provide mentors during lunch recess. With the addition of the mentors providing structured activities during lunch and having sportsmanship conversations with students we were able to maintain a 3.2% suspension rate. Mentors, teachers, and administration will continue with restorative conversations when students receive citations.

English Language Arts is in the "Orange" performance category. This rate declined 9.3 points from 41.9 points below standard in 2022-2023 to 51.2 points below standard in 2023-2024.

Mathematics is in the "Orange" performance category. This rate declined 5 points from 55.7 points below standard in 2022-2023 to 60.7 points below standard in 2023-2024

English Learner Progress is in the "Red" performance category. The rate of ELs making progress declined 23.6% from 54.6% in 2022 - 2023 to 31% in 2023-2024

With the decline in English Language Arts, Mathematics, and English Learner Progress, looking at data has become the norm at Villalovoz. During 2024-2025 teachers were trained over the course of the school year in an overview of PLCs. Teachers were provided with more time to meet regularly in PLCs and this practice will continue for the 2025-2026 school year to help monitor student learning and ensure students who need support receive it through our MTSS offerings.

Along with the Dashboard indicators, the site reviewed students' performance on the CAST. The data indicates all students in 5th grade increased 4.5 points from 21.1 points below standard in 2022-2023 to 16.6 points below standard in 2023-2024. The only subgroup that decreased was students with disabilities, declining 1.9 points from 31.9 points below standard in 2022-2023 to 33.8 points below standard in 2023-2024. The site Instructional Leadership Team will continue doing lesson studies with grade level teams to promote rigorous STEM instruction using Universal Design

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

When referring to the California School Dashboard, Chronic Absenteeism is in the "Yellow" performance category. The two subgroups of Hispanic and Students with Disabilities are both in the "Red" performance category which is two performance levels below "all students". The Parent Liaison at Villalovoz will continue to educate parents on the importance of attendance through Cafecito presentations. The assistant principal will continue to work with the attendance clerk in identifying families with chronic absenteeism issues. Monthly meetings with families receiving the SART letters from Aeries and shown the correlation between student achievement and attendance rates. Individual and class incentive plans will be put into place at the beginning of the 2025-2026 school year.

Other Needs

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

On the California School Dashboard English Language Arts and Mathematics both show English Learner Students and Students with Disabilities and one performance level below "all students" . A Goal 4 addressing English Learners will be added to the SPSA which includes paid time for teachers to plan and prepare for designated ELD, and working with the district EL Coordinator to provide professional development for teachers to use the practice ELPAC assessments to develop effective ELD lessons. Special Day teachers will be working with the site Program Specialist to implement the use of differentiated center rotations to meet the individual IEP needs of students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.24%	%	0	1	
African American	3.90%	2.42%	3.40%	17	10	14
Asian	6.19%	7.02%	7.28%	27	29	30
Filipino	3.44%	3.15%	2.67%	15	13	11
Hispanic/Latino	66.51%	65.13%	67.23%	290	269	277
Pacific Islander	%	0%	0.49%	0	0	2
White	15.83%	16.22%	14.56%	69	67	60
Two or More Races	4.13%	5.81%	4.37%	18	24	18
Not Reported	%	0%	%	0	0	
			Total Enrollment	436	413	412

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	54	64
Grade 1	61	65	56
Grade 2	69	72	66
Grade3	74	69	77
Grade 4	74	79	67
Grade 5	90	74	82
Total Enrollment	436	413	412

Conclusions based on this data:

1. Student enrollment increased from 2022-2023 to 2023-2024 for the subgroups African American, Asian, Hispanic/Latino and Pacific Islander. Filipino, White, and Two or More Races subgroups decreased.
2. Student enrollment in the2021-2022 was 436. In 2022-2023 enrollment decreased by 23 students to 413. In 2023-2024 enrollment decreased by 1 student to 412.
3. Our largest subgroup is Hispanic/Latino students comprising 67% of the student population in 2023-2024.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	143	134	138	33.3%	32.8%	33.5%
Fluent English Proficient (FEP)	49	37	27	10.8%	11.2%	6.6%
Reclassified Fluent English Proficient (RFEP)	33	21	12	12.4%	7.6%	8.0%

Conclusions based on this data:

1. Our number of English Learners increased by 4 students from 2022-2023 to 2023-2024.
33.5% of our students are English Learners.

2. Our number of FEP (Fluent English Proficient) decreased 4.6% going from 11.2% in 2022-2023 to 6.6% in 2023-2024

3. Our RFEP (Reclassified Fluent English Proficient) decreased by 16 students going from 21 students in 2022-2023 to 5 students in 2023-2024

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	72	79	74	68	77	74	68	77	94.9	94.4	97.5
Grade 4	81	84	68	80	80	64	80	80	64	98.8	95.2	94.1
Grade 5	90	70	85	89	70	80	89	70	80	98.9	100.0	94.1
All Grades	249	226	232	243	218	221	243	218	221	97.6	96.5	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2399.	2389.	21.62	23.53	16.88	20.27	19.12	19.48	16.22	19.12	22.08	41.89	38.24	41.56
Grade 4	2436.	2424.	2390.	15.00	13.75	10.94	20.00	15.00	9.38	30.00	26.25	21.88	35.00	45.00	57.81
Grade 5	2480.	2456.	2462.	15.73	10.00	21.25	30.34	25.71	12.50	21.35	24.29	23.75	32.58	40.00	42.50
All Grades	N/A	N/A	N/A	17.28	15.60	16.74	23.87	19.72	14.03	22.63	23.39	22.62	36.21	41.28	46.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.86	16.18	11.69	54.05	55.88	57.14	31.08	27.94	31.17
Grade 4	17.50	12.50	6.25	55.00	60.00	53.13	27.50	27.50	40.63
Grade 5	15.73	7.14	16.25	59.55	65.71	43.75	24.72	27.14	40.00
All Grades	16.05	11.93	11.76	56.38	60.55	51.13	27.57	27.52	37.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.22	14.71	7.79	48.65	51.47	54.55	35.14	33.82	37.66
Grade 4	15.00	11.25	3.13	55.00	51.25	50.00	30.00	37.50	46.88
Grade 5	20.22	15.71	13.75	51.69	50.00	53.75	28.09	34.29	32.50
All Grades	17.28	13.76	8.60	51.85	50.92	52.94	30.86	35.32	38.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.16	11.76	10.39	66.22	69.12	64.94	21.62	19.12	24.68
Grade 4	6.25	2.50	9.38	70.00	75.00	59.38	23.75	22.50	31.25
Grade 5	4.49	5.71	7.50	80.90	72.86	61.25	14.61	21.43	31.25
All Grades	7.41	6.42	9.05	72.84	72.48	61.99	19.75	21.10	28.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.22	13.24	14.29	52.70	60.29	62.34	31.08	26.47	23.38
Grade 4	10.00	8.75	7.81	63.75	58.75	60.94	26.25	32.50	31.25
Grade 5	10.11	4.29	15.00	64.04	68.57	56.25	25.84	27.14	28.75
All Grades	11.93	8.72	12.67	60.49	62.39	59.73	27.57	28.90	27.60

Conclusions based on this data:

1. Third grade showed an overall decrease of 6.29% in meeting or exceeding the standard from 2022 - 2023 to 2023 - 2024
   Fourth grade showed an overall increase of 0.63% in meeting or exceeding the standard from 2022 - 2023 to 2023 - 2024
   Fifth grade showed an overall decrease of 1.96% in meeting or exceeding the standard from 2022 - 2023 to 2023 - 2024

2. In 2022-2023 35.32% of the students scored meeting or exceeding the overall standards. In 2023-2024 30.77% of students scored meeting or exceeding the overall standards. This was a 4.45% decrease.

3. 5th grade showed an increase of 9.11% students scoring Above Standard in Reading from 2022-2023 to 2023-2024
   The average of All Grades showed an increase of 1.29% students scoring Above, At or Near Standard from 2022-2023 to 2023-2024 in Research/Inquiry
   The average of All Grades showed a decrease of 9.59% students scoring Above, At, or Near Standard from 2022-2023 to 2023-2024 in Reading (Demonstrating understanding of literary and non-fictional texts).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	72	79	76	72	79	76	72	79	97.4	100.0	100
Grade 4	81	84	68	81	83	66	81	83	66	100.0	98.8	97.1
Grade 5	90	70	85	89	70	85	89	70	85	98.9	100.0	100
All Grades	249	226	232	246	225	230	246	225	230	98.8	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2416.	2396.	2407.	21.05	15.28	24.05	30.26	22.22	24.05	14.47	20.83	11.39	34.21	41.67	40.51
Grade 4	2444.	2416.	2390.	9.88	6.02	3.03	22.22	21.69	15.15	32.10	22.89	24.24	35.80	49.40	57.58
Grade 5	2460.	2457.	2454.	6.74	7.14	17.65	14.61	18.57	10.59	37.08	24.29	17.65	41.57	50.00	54.12
Grade 11															
All Grades	N/A	N/A	N/A	12.20	9.33	15.65	21.95	20.89	16.52	28.46	22.67	17.39	37.40	47.11	50.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.84	27.78	34.18	31.58	31.94	31.65	31.58	40.28	34.18
Grade 4	19.75	10.84	7.58	35.80	36.14	27.27	44.44	53.01	65.15
Grade 5	11.24	8.57	18.82	42.70	38.57	32.94	46.07	52.86	48.24
Grade 11									
All Grades	21.95	15.56	20.87	36.99	35.56	30.87	41.06	48.89	48.26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.37	16.67	22.78	39.47	37.50	35.44	38.16	45.83	41.77
Grade 4	12.35	8.43	3.03	49.38	44.58	40.91	38.27	46.99	56.06
Grade 5	10.11	5.71	10.59	52.81	61.43	44.71	37.08	32.86	44.71
All Grades	14.63	10.22	12.61	47.56	47.56	40.43	37.80	42.22	46.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.79	22.22	25.32	64.47	55.56	48.10	19.74	22.22	26.58
Grade 4	11.11	13.25	12.12	60.49	44.58	43.94	28.40	42.17	43.94
Grade 5	4.49	1.43	8.24	59.55	68.57	49.41	35.96	30.00	42.35
All Grades	10.16	12.44	15.22	61.38	55.56	47.39	28.46	32.00	37.39

Conclusions based on this data:

1. Third grade showed an overall increase of 10.6% in meeting or exceeding the standard from 37.5% in 2022-2023 to 48.1% in 2023-2024
   Fourth grade showed an overall decrease of 9.53% in meeting or exceeding the standard from 27.71% in 2022-2023 to 18.18% in 2023-2024
   Fifth grade showed an overall increase of 1.95%% in meeting or exceeding the standard from 24.79% in 2022-2023 to 32.17% in 2023-2024

2. In 2022-2023, 30.22% of students in all grades scored meeting or exceeding the overall standards. In 2023 - 2024 32.17% of students in all grades scored meeting or exceeding the overall standards. This was a 1.95% increase.

3. All grade levels showed an increase of at least 5.4% of students scoring Below Standards in the areas of Problem Solving & Modeling/Data Analysis and Communicating Reasoning

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1389.8	1397.8	1389.0	1406.4	1409.6	1407.6	1351.2	1369.6	1345.3	23	17	30
1	1411.9	1436.6	1422.6	1418.1	1449.0	1425.3	1405.2	1423.6	1419.6	21	21	18
2	1456.2	1444.1	1441.0	1461.8	1443.5	1451.1	1450.0	1444.2	1430.3	24	27	24
3	1468.1	1460.7	1455.0	1454.9	1458.2	1444.0	1480.9	1462.8	1465.6	27	27	26
4	1486.6	1479.6	1467.0	1475.4	1485.4	1467.2	1497.3	1473.3	1466.4	20	32	26
5	1513.1	1554.5	1496.0	1513.7	1555.9	1499.9	1512.0	1552.5	1491.5	23	15	31
All Grades										138	139	155

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	0.00	10.00	17.39	17.65	16.67	56.52	70.59	43.33	21.74	11.76	30.00	23	17	30
1	0.00	0.00	0.00	9.52	38.10	33.33	47.62	38.10	27.78	42.86	23.81	38.89	21	21	18
2	8.33	3.70	0.00	37.50	14.81	37.50	33.33	59.26	37.50	20.83	22.22	25.00	24	27	24
3	3.70	3.70	0.00	18.52	29.63	23.08	48.15	29.63	42.31	29.63	37.04	34.62	27	27	26
4	0.00	12.50	3.85	55.00	25.00	30.77	20.00	40.63	30.77	25.00	21.88	34.62	20	32	26
5	13.04	46.67	3.23	43.48	26.67	38.71	34.78	26.67	32.26	8.70	0.00	25.81	23	15	31
All Grades	5.07	9.35	3.23	29.71	25.18	29.68	40.58	43.88	36.13	24.64	21.58	30.97	138	139	155

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	0.00	13.33	13.04	17.65	20.00	60.87	58.82	40.00	17.39	23.53	26.67	23	17	30
1	0.00	0.00	11.11	19.05	42.86	22.22	57.14	47.62	38.89	23.81	9.52	27.78	21	21	18
2	16.67	0.00	0.00	20.83	37.04	50.00	45.83	40.74	37.50	16.67	22.22	12.50	24	27	24
3	3.70	18.52	7.69	22.22	33.33	34.62	55.56	14.81	23.08	18.52	33.33	34.62	27	27	26
4	15.00	25.00	19.23	50.00	43.75	38.46	15.00	18.75	19.23	20.00	12.50	23.08	20	32	26
5	21.74	53.33	25.81	73.91	33.33	45.16	0.00	13.33	12.90	4.35	0.00	16.13	23	15	31
All Grades	10.87	15.11	13.55	32.61	35.97	35.48	39.86	30.94	27.74	16.67	17.99	23.23	138	139	155

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	6.67	6.25	5.88	13.33	25.00	64.71	36.67	68.75	29.41	43.33	16	17	30
1	0.00	4.76	0.00	27.78	23.81	16.67	38.89	28.57	50.00	33.33	42.86	33.33	18	21	18
2	7.41	3.70	0.00	33.33	14.81	25.00	33.33	44.44	33.33	25.93	37.04	41.67	27	27	24
3	0.00	3.70	0.00	13.04	22.22	3.85	43.48	25.93	53.85	43.48	48.15	42.31	23	27	26
4	3.85	3.13	3.85	26.92	12.50	11.54	30.77	28.13	26.92	38.46	56.25	57.69	26	32	26
5	7.69	6.67	0.00	11.54	53.33	6.45	50.00	26.67	51.61	30.77	13.33	41.94	26	15	31
All Grades	0.72	3.60	1.94	23.19	20.14	12.26	38.41	35.25	41.94	37.68	41.01	43.87	138	139	155

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	5.88	3.33	73.91	82.35	73.33	13.04	11.76	23.33	23	17	30
1	19.05	28.57	33.33	61.90	61.90	38.89	19.05	9.52	27.78	21	21	18
2	16.67	3.70	8.33	62.50	62.96	83.33	20.83	33.33	8.33	24	27	24
3	18.52	0.00	0.00	62.96	55.56	57.69	18.52	44.44	42.31	27	27	26
4	40.00	21.88	15.38	45.00	59.38	57.69	15.00	18.75	26.92	20	32	26
5	0.00	46.67	3.23	86.96	53.33	74.19	13.04	0.00	22.58	23	15	31
All Grades	17.39	15.83	9.03	65.94	61.87	65.81	16.67	22.30	25.16	138	139	155

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	0.00	23.33	60.87	70.59	50.00	34.78	29.41	26.67	23	17	30
1	0.00	0.00	0.00	38.10	85.71	66.67	61.90	14.29	33.33	21	21	18
2	12.50	25.93	8.33	66.67	55.56	79.17	20.83	18.52	12.50	24	27	24
3	7.41	29.63	23.08	55.56	33.33	38.46	37.04	37.04	38.46	27	27	26
4	5.00	37.50	34.62	60.00	46.88	46.15	35.00	15.63	19.23	20	32	26
5	65.22	80.00	58.06	34.78	13.33	25.81	0.00	6.67	16.13	23	15	31
All Grades	15.94	28.06	27.10	52.90	51.08	49.03	31.16	20.86	23.87	138	139	155

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	3.33	60.87	82.35	56.67	39.13	17.65	40.00	23	17	30
1	0.00	4.76	0.00	38.10	42.86	55.56	61.90	52.38	44.44	21	21	18
2	8.33	7.41	0.00	70.83	37.04	50.00	20.83	55.56	50.00	24	27	24
3	0.00	3.70	0.00	48.15	40.74	50.00	51.85	55.56	50.00	27	27	26
4	0.00	0.00	3.85	60.00	28.13	38.46	40.00	71.88	57.69	20	32	26
5	0.00	20.00	0.00	69.57	60.00	45.16	30.43	20.00	54.84	23	15	31
All Grades	1.45	5.04	1.29	57.97	44.60	49.03	40.58	50.36	49.68	138	139	155

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	23.53	13.33	34.78	41.18	40.00	47.83	35.29	46.67	23	17	30
1	4.76	4.76	0.00	66.67	80.95	66.67	28.57	14.29	33.33	21	21	18
2	16.67	14.81	4.17	54.17	62.96	66.67	29.17	22.22	29.17	24	27	24
3	14.81	11.11	3.85	74.07	44.44	73.08	11.11	44.44	23.08	27	27	26
4	10.00	15.63	15.38	60.00	59.38	46.15	30.00	25.00	38.46	20	32	26
5	13.04	26.67	12.90	73.91	73.33	58.06	13.04	0.00	29.03	23	15	31
All Grades	13.04	15.11	9.03	60.87	59.71	57.42	26.09	25.18	33.55	138	139	155

Conclusions based on this data:

1. Overall, we had the highest number of EL students performing at Level 2 with 36.13% for the 2023 - 2024 school year. The percentage of EL students in level 4 decreased 6.12% from 9.35% in 2022 -2023 to 3.23% in 2023-2024

2. For Written Language we had the highest % of EL students performing at Level 1 with 43.87% for the 2023 - 2024 school year compared to the highest % at Level 1 with 41.01% for the 2022-2023 school year. This reflects an increase of 16 students taking the ELPAC in 2023-2024

For Oral Language we had the highest % of EL students performing at Level 3 with 35.48% for the 2023 - 2024 school year compared to the highest % at Level 3 with 35.97% for the 2022 -2023 school year. This reflects an increase of 16 students taking the ELPAC in 2023-2024
For Listening Domain we had the highest % of EL students performing at Somewhat/ Moderately with 65.81% for the 2023-2024 school year.
For Speaking Domain we had the highest % of EL students performing at Somewhat/ Moderately with 49.03% for the 2023-2024 school year.
For Reading Domain we had the highest %of EL students performing at Beginning with 49.68% for the 2023-2024 school year, this is a 0.68% decrease from 50.36% in 2022-2023
For Writing Domain we had the highest % of EL students performing at Somewhat/ Moderately with 57.42% for the 2023-2024 school year.

3.

There was a 58.5 decrease in the overall mean scale ELPAC summative scores for all students from 1554.5 in 2022-2023 to 1496.0 in 2023-2024
There was an increase of 16 English Learners assessed from 139 students assessed in 2022-2023 to 155 students assessed in 2023-2024.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
412	**83.5%**	**33.5%**	**1%**
Total Number of Students enrolled in Louis J. Villalovoz Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	138	33.5%
Foster Youth	4	1%
Homeless	26	6.3%
Socioeconomically Disadvantaged	344	83.5%
Students with Disabilities	89	21.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	3.4%
American Indian	0	0.0%
Asian	30	7.3%
Filipino	11	2.7%
Hispanic	277	67.2%
Two or More Races	18	4.4%
Pacific Islander	2	0.5%
White	60	14.6%

Conclusions based on this data:

1. Our socioeconomically disadvantaged students increased from 72.2% of our student population in 2022- 20223 to 83.5% of our student population in 2023-2024 which is a 11.3% increase.

2. English Learners showed a 1.1% increase from 32.4% in 2022-2023 to 33.5% in 2023-2024

3. Students with disabilities comprise 21.6% of our student population.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2023 - 2024 English Language Arts and Math were in the Orange range for the Academic Performance category.
2. In 2023 - 2024 Chronic Absenteeism was in the yellow range. The California Data Dashboard shows chronic absenteeism at 29.2%, an decrease of 3.5% from the 2022-2023 school year.

3. In 2023 - 2024 English Learner progress was in the Red range dropping from the Green range in 2022-2023. The California Data Dashboard shows a decline of 23.6% of English Learners making adequate progress from 54.5% in 2022-2023 to 31% of English Learners making adequate progress in 2023-2024.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 No Performance Color
51.2 points below standard	78.6 points below standard	Less than 11 Students
Declined 9.3 points	Declined 22.5 points	1 Student
214 Students	85 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	97.7 points below standard	56.7 points below standard
3 Students	Declined 14.6 points	Declined 12.0 points
	19 Students	178 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
153.7 points below standard	Less than 11 Students	0 Students
Declined 25.2 points	10 Students	
57 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
65.4 points below standard	Less than 11 Students	58.4 points below standard
Declined 61.3 points	5 Students	Declined 16.4 points
21 Students		144 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	22.5 points below standard
7 Students	2 Students	Increased 38.6 points
		25 Students

Conclusions based on this data:

1. In 2023 -2024 All Students, English Learners, Low SES, and Hispanic subgroups scored in the Orange range in English Language Arts with All students scoring 51.2 points below standard, English Learners scoring 78.6 points below standard, low SES scoring 56.7 points below standard, and the Hispanic subgroup scoring 58.4 points below standard. Students with disabilities scored 153.7 points below standard, placing them in the Red range.
2. In 2023-2024 Students with Disabilities had a decline of 25.2 in English Language Arts going 128.5 points below standard in 2022-2023 to 153.7 points below standard in 2023-2024
3. In 2023-2024 English Learners had a decline of 22.5 points in English Language Arts going from 56.1 points below standard in 2022-2023 to 78.6 points below standard in 2023-2024

School and Student Performance Data

Academic Performance
Mathematics

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

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
60.7 points below standard	95.8 points below standard	Less than 11 Students
Declined 5.0 points	Declined 22.5 points	1 Student
217 Students	88 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	118.1 points below standard	68.4 points below standard
3 Students	Declined 37.3 points	Declined 8.3 points
	20 Students	181 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
153.9 points below standard	Less than 11 Students	0 Students
Declined 14.9 points	10 Students	
57 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
63.0 points below standard	Less than 11 Students	70.7 points below standard
Declined 44.6 points	5 Students	Declined 12.4 points
22 Students		146 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students	Less than 11 Students	21.2 points below standard
7 Students	2 Students	Increased 38.2 points
		25 Students

Conclusions based on this data:

1. In 2023 -2024 mathematics performance for all students was in the orange range scoring 60.7 points below standard which is a 5 point decline from 55.6 in 2022 - 2023
2. In 2023- 2024 White subgroup scored 21.2 points below standard. This was a significant increase of 38.2 points from 59.4 points below standard in 2022 - 2023.
3. In 2023 -2024 English Learners scored in the red range scoring 95.8 points below standard. This was decrease of 22.5 points from 73.3 points below standard in 2022 - 2023

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	No Performance Color
31% making progress.	making progress.
Number Students: 113 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.1%	46.9%	0%	31%

Conclusions based on this data:

1. In 2023 - 2024 our English Learner Progress dropped from the green range in 2022-2023 with 54.5% of English Learners making progress towards English language proficiency to the red range with 31% of English Learners making progress towards English language proficiency.
2. In 2023- 2024 22.1% of our English Learners decreased one ELPI level.
3. In 2023 - 2024 46.9% of our English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H and 31% of our English Learners increased at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

This section 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.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Louis J. Villalovoz Elementary School is a Pre-school - 5th grade school therefore we have no data for the Academic Performance College/Career category.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
25.7% Chronically Absent	26.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 3.5	Declined 1.9	1 Student
460 Students	162 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	36.7% Chronically Absent	26.6% Chronically Absent
6 Students	Declined 10.2	Declined 5.4
	30 Students	384 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
34.3% Chronically Absent	22.2% Chronically Absent	0 Students
Maintained 0.4	0	
105 Students	18 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Red
19.4% Chronically Absent	7.7% Chronically Absent	27.9% Chronically Absent
Declined 3.1	Declined 23.1	Increased 1.1
36 Students	13 Students	308 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
35% Chronically Absent	Fewer than 11 students - data not displayed for privacy	19.4% Chronically Absent
Increased 1.7	3 Students	Declined 13
20 Students		62 Students

Conclusions based on this data:

1. Chronic Absenteeism for all students changed from the red range in 2022 - 2023 with 29.2% students chronically absent to the yellow range in 2023- 2024 with 25.7% students chronically absent. This was a 3.5% decrease.
2. In 2023 - 2024 only the student Hispanic subgroup was rated in the red range with an increase of 1.1% moving from 26.9% chronic absenteeism in 2022 - 2023 to 27.9% chronic absenteeism in 2023-2024
3. Chronic Absenteeism for the white subgroup changed from the red range in 2022 - 2023 with 32.4% students chronically absent to the yellow range in 2023-2024 with 19.4% students chronically absent. This was a 13% decrease.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Louis J. Villalovoz Elementary School is a Pre-school - 5th grade school, therefore there is no data for the Academic Graduation Rate category.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	0	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
3.2% suspended at least one day	4.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.1%	Increased 2.1%	1 Student
474 Students	171 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day	3.3% suspended at least one day
7 Students	Increased 1%	Increased 0.6%
	30 Students	395 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
2.8% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0.1%	Declined 7.1%	
107 Students	18 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
0% suspended at least one day	0% suspended at least one day	4.1% suspended at least one day
Maintained 0%	Declined 7.7%	Increased 2%
36 Students	13 Students	320 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.2% suspended at least one day
Maintained 0%	3 Students	Declined 3.7%
21 Students		63 Students

Conclusions based on this data:

1. In 2023 -2024 the suspension rate was in the yellow range. The California Data Dashboard shows the suspension rate at 2.8%. This is a 0.1% decrease from 2022 -2023
2. In 2023 -2024 the English Learner and Homeless subgroups went from the orange range to the red range with 4.1% and 6.7% students suspended at least 1 day respectively.
3. In 2023 -2024 3.2% of White students compared to 4.1% of Hispanic students suspended at least 1 day. This is a 0.9% difference.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Only 30.77% of the 3-5 grade students scored in met or exceeded standards on the English Language Arts portion of the SBAC assessment.
77.71% of 3-5 grade students did not meet or exceed standards on the Mathematics portion of the SBAC.

Students with disabilities and English Learners scored in the Red range on the California Data Dashboard in both ELA and Math on SBAC.
25.88% of 5th grade students scored exceeded or met CAST Science standards on SBAC, this is above the district at 25.38%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	30.77% of students exceeded or met ELA standards on SBAC	35.77% of students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met for English Learners on Overall ELA achievement for all grades by at least 6.3% on SBAC	8.7% of English Learner students exceeded or met ELA standards on SBAC	15% of English Learner students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met on Overall Math achievement for all grades by at least 6% on SBAC	32.17% of students exceeded or met Math standards on SBAC	37.17% of students will exceed or meet Math standards on SBAC
Increase the % of Standard Exceeded and Standard Met on CAST Science by at least 5% on SBAC	25.88% of students exceeded or met CAST Science standards on SBAC	30.88% of students will exceed or meet CAST Science standards on SBAC
Increase the % of Standard Exceeded and Standard Met for English Learners on Overall Math achievement for all grades by at least 5% on SBAC	11.54% of English Learner students exceeded or met ELA standards on SBAC	16.54% of English Learner students will exceed or meet ELA standards on SBAC

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Additional classroom materials/STEM Materials/ELD supplies. A supply closet will be available for teachers in addition to their start of classroom money as students are continually moving in and out of Villalovoz. Teachers will continue to use sense making notebooks for scientific drawings, labeling, line of learning and CER (Claims, Evidence, and Reasoning) notes during science. While STEM supplies are provided for the specific grade level STEM units, the district will be changing the order of units based on the ELA and Science adopted curriculum scope and sequence. The extra STEM supplies can be used by teachers to supplement the current units of instruction and to keep the STEM lab supplied with consumable items as the classes use them during exploration and design challenges. Additional ELD supplies and materials can be used to support designated ELD and our newcomer second dose of ELD	All students	4000 Title I 500 LCFF 2145 LCFF - Supplemental
1.2	Professional Development- Villalovoz staff can take advantage of professional learning opportunities such as CABE and county trainings outside of the school district in addition professional learning opportunities on campus to improve instructional strategies to meet the needs of all students in all academic areas Teachers/paraprofessional/admin that attend trainings will share the information learned at staff meetings and with grade level colleagues.	All students	3291 Title I 7000 LCFF - Supplemental
1.3	Timesheets for Book Fair/ Library supplies	All Students	500 LCFF 750 LCFF
1.4	Purchase recess, PE and Music supplies that are utilized by all students on the campus. This funding will allow for the replacement of worn or broken equipment and for new supplies as our programs change and improve.	All students	250 LCFF
1.5	4th and 5th grade agendas and VES folders - Students in 4th and 5th grade are provided with an agenda to teach organizational skills and time management. Students are provided with a VES folder which has the school handbook printed on it. This folder is used to send home corrected work and for communication between school and home.	4th and 5th graders	1100 Title I 650 Title I
1.6	On or off site educational field trips - Real life experiences are crucial to make subject matter	All students	

	more relevant and meaningful for students. This averages out to approximately $500 per teacher		
1.7	Additional assessment substitutes -In order to maintain consistency in instruction during assessments times for each trimester, TK-1 teachers will have specified class times covered by a substitute in order to administer individual assessments.	TK-1 Students	4080 LCFF - Supplemental
1.8	Ink for printers to support differentiated instruction and ELD	All students	1400 LCFF - Supplemental 2000 LCFF - Supplemental
1.9	Paraprofessionals to support intervention / ELD- One 3 hour paraprofessionals and one 2 hour paraprofessional to support classrooms with English Learners who are at the beginning or intermediate level. These paraprofessionals can provide additional English Language Development outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content.	EL Students	23675 LCFF - Supplemental 13371 LCFF - Supplemental
1.10	Provide up to 5 hours after school planning time for Designated ELD lessons, as well as provide opportunities for teacher collaboration through the PLC process through the lens of ELD. - Funded in Goal 1		6000 LCFF - Supplemental
1.11	Subs for PD/PLC meetings and professional learning for targeted MTSS planning for intervention and support for at risk and EL students	All students	20400 Title I
1.12	Two three hour paraprofessionals to assist teacher led intervention for at risk and ELD students.	EL / at risk students	31273 Title I
1.13	Subs for SST/ 504 meetings to support students and provide parent communication and student progress	All students	5100 LCFF - Supplemental
1.14	Counseling - In addition to the 4 days of VCC counseling funded by the district, Villalovoz will pay for 1 additional day to have a total of 5 days of VCC counseling	All students	18720 Title I
1.15	Unforeseen expenses related to adding professional development, behavior and academic support, and mental health service	All Students	1500 Title I 1599 LCFF 1024 LCFF - Supplemental

1.16	Mystery Science Site Subscription	All Students	1695 Title I
1.17	Technology to be used as a tool to improve learning, management of classrooms, and efficiency in operations		1500 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2024-2025 the Villalovoz staff was provided with three days of Professional Learning Community (PLC) training over the course of the school year by one of the district TOSAs. This enabled staff to more effectively use data to determine best instructional practices in addition to identifying students needing to attend our before and after school interventions. 4th and 5th grade focused on the students who were nearly meeting math standards in the classroom in math, and 1st through 3rd grade focused on students struggling with reading fluency and comprehension. We continued our STEM focus and the Instructional Leadership Team (ILT) supported teachers in using the adopted Dimensions curriculum while integrating key instructional strategies into all subjects. Two staff members were sent to the CABE conference in March.

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

At the beginning of the 2024-2025 school year, one of the paraeducators who was designated to provide additional classroom support for English Learners resigned. After several rounds of unsuccessful interviewing to fill the position, and looking at the drop in English Learner growth for the 2023-2024 school year, the position was abolished and classroom teachers were asked to develop a more comprehensive designated and integrated English Language Development plan for the students. This year, several grade levels are working together to provide levelized designated ELD. Money from the abolished position was used to send an existing paraeducator and the Teacher Librarian to the California Association of Bilingual Education (CABE) conference. Information and strategies learned at this conference will be shared at a site ERMs and incorporated into English Learner interventions for this year, and into the designated ELD for the 2025-2026 school year.

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.

Changes to this goal include not having the second EL paraprofessional and creating a Goal 4 in the SPSA to focus on English Learner growth. These changes are necessary due to the data showing English Learners scored in the Red range on the California Data Dashboard in both ELA and Math on SBAC. In addition, only 31% of English Learners EL students made progress towards English language proficiency which was a 23.6% decrease from the 2022-2023 school year. The limited hours of the second EL paraprofessional did not meet the needs of the number of English Learner students at Villalovoz, therefore the direction for next year will be to provide time for planning, collaboration, and professional development for teachers to improve their Designated ELD practices and instructional strategies to benefit English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Villalovoz Elementary School needs to work to decrease suspension rates and chronic absenteeism. Villa needs to continue to support students with mental health counseling services and resources.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism All students K-5	25.7% Chronically absent decreased 3.5% from Fall 2023 460 students	10% decrease to no more than 15% chronic absenteeism
CA Dashboard - Chronic Absenteeism Hispanic	27.9% Chronically absent increased 1.1% from Fall 2023 113 students	10% decrease to no more than 17% chronic absenteeism
CA Dashboard - Chronic Absenteeism Students with Disabilities	34.3% Chronically absent maintained from Fall 2023 105 students	10% decrease to no more than 24% chronic absenteeism
ADA Monthly Reports	Average ADA (August 2024- March 2025) 93% maintained from 2023-2024	5% increase to 96%
CA Dashboard - Suspension Rate All students K-5	3.2% suspended Maintained .1% 474 students	Decrease by .5% to 2.7%
CA Dashboard - Suspension Rate English Learners	4.1 suspended Increase by 2.1% 113 students	Decrease by 2.1% to 2%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will receive a budget of $10 per student + an additional $100 to purchase classroom supplies and resources for students to support instruction. Classroom supplies such as crayons, scissors, glue, pencils, paper, notebooks, etc that are determined as necessary will be provided to all students.	All students	4500 Title I 2300 LCFF
2.2	Ricoh- copy machine lease and toner	All students	3,500 LCFF 1,500 Title I
2.3	FedEx - Teacher copies to support communication, family outreach, and student learning	All students	1,000 Title I
2.4	Postage fees for mailing parent communication	All students	1000 LCFF
2.5	Character/Student of the Trimester awards for each assembly/Provide trimester incentives for good attendance, positive behavior and classroom incentives for whole class attendance.	All students	1640 LCFF
2.6	Promote Student Safety (Nurses supplies)	All students	300 LCFF
2.7	Professional development and support for lunch/ recess supervision. We have seen an increase in student behaviors and we have had a turnover in lunch supervision. The assistant principal will hold 6 meetings with the 5 lunch supervisors to address needs and provide training.	All students	660 LCFF
2.8	Boys and Girls Club to support SEL needs and offer organized activities during lunch recess. The Boys and Girls Club will be on campus for the 2025-2026 school year 5 days per week during lunch. They will provide structured activities and games to support the SEL needs of our students	All students	15390 Title I
2.9	Interpreters for meetings, parent teacher conferences, and communication	All students	600 LCFF - Supplemental
2.10	Office budget to purchase supplies to support our school	All students	1500 LCFF

2.11	Purchase visitor stickers for identification before heading onto campus (Raptor System)	All students	150 LCFF
2.12	Office support to promote involvement and communication	All students	500 LCFF
2.13	FedEx (monthly newsletters, school events, and communication)	All students	100 LCFF 400 Title I
2.14	Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan.	All students	0 District Funded
2.15			
2.16	Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs	Homeless and Foster Youth Students	0 District Funded
2.17	Host family education nights	All students	200 Title I
2.18	Host parent group meetings such as parent volunteers, Cafecito, Latino Family Literacy and offer child care	All students	2000 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Chronic absenteeism for all students decreased, however when looking at subgroups chronic absenteeism slightly increased for Hispanic students. We were able to implement attendance incentives for 6 out of the 10 months of school. Students did not seem to be motivated by the whole class incentives.

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

In the original SPSA budget for the 2024-2025 school year 1 day of VCC counseling services for budgeted for to ensure we had 5 days of mental health services each week. At the beginning school year we were told by the district that they would pay for 1 additional day of mental health services and Valley Community Counseling that they would be able to pay for 1 additional day of services due to some of their services falling under a grant. This grant stopped in November and in December we began paying for that additional day. Midway through the year, School Site Council approved an increase of $500 to double the cost of postage due to the large volume of tardy and absence letters that needed to be sent the first half of the year.

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.

For the 2025-2026 school year the increase in postage will be kept for the new budget. In addition individual incentives will be added for attendance and positive behavior which will increase the the amount of funding to strategy/activity 2.5. These increase in postage is necessary based on the large volume of tardy and absence letters generated by Aeries to be mailed home to families. In addition we will continue contacting families through various methods such Parent Square, parent newsletter, and phone calls to discuss the importance of student attendance. A comprehensive attendance incentive plan will be developed to incentivize consistent attendance. In the Spring of 2024-2025 students responded well to both individual and class incentives.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Prepare students with the skills needed to read at grade level by the end of third grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

69.23% of our 3rd - 5th grade students did not meet the standard in overall achievement of English Language Arts/Literacy on the CAASPP. This is an increase of 4.56% from 64.67% in 2-23-2024. On the Winter 2025 FastBridge aReading Assessment 40% of students are considered at or above benchmark. This is a 3.25% decrease from 43.25% from Winter 2024.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement in ELA/Literacy	30.77% of students met or exceeded standard	Increase to 40% or more met or exceeded standard
CAASPP Reading 3rd Grade	11.69% of students scored above standard	Increase above standard to 21%
CAASPP Reading 4th Grade	6.25% of students scored above standard	Increase above standard to 20%
CAASPP Reading 5th Grade	16.25% of students scored above standard	Increase above standard to 26%
2024 -2025 Winter FastBridge - aReading 2nd - 5th Grade	60% of students scored below benchmark (high risk/some risk)	Decrease to 45% of students scoring below benchmark (high risk/some risk)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	STAR Reading Assessment- as an addition multiple measure tool to assess reading levels.	3rd - 5th Grade Students	1792 Title I
3.2	Corrective Reading Groups run by paraprofessionals for Tier 2 Intervention - Students reading below grade level in 3rd, 4th, and 5th	At risk 3rd - 5th Grade Students	2000 Title I

	grade will be assessed and placed into the appropriate Corrective Reading intervention group. Each of the grade levels will have a designated time slot for 2 levels of Corrective Reading to be taught simultaneously to limit disruption of whole class instruction. Students will be provided with Corrective Reading workbooks according to their levels.		
3.3	Books to promote schoolwide culture of reading	All students	2000 Title I 89 LCFF
3.4	Subs for PD/ PLC meetings and professional learning - Funding allocated in Goal 1	All students	0
3.5	2 eight hour paras to support intervention during the school day	At risk students	0 District Funded
3.6	MyPath Language and Literacy K-2 and MyPath Reading 3-5	All students	0 District Funded
3.7	TUSD will provide Elementary Reading Academy literacy training for K-3rd grade teachers to ensure early reading foundation instruction is implemented within each classroom.	K-3rd Grade Students	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

For the 2024-2025 school year all classrooms K-5 used the Imagine Reading program for at least portion of their students for a minimum of 20 minutes per day. At the end of state testing, several 4th and 5th grade students stated the questions on the state test were very similar to what they had been practicing on Imagine Reading. Corrective Reading was provided as a reading intervention for 3rd, 4th, and 5th grade students. Every student who attended the Corrective Reading intervention successfully complete the level of program they tested into. When re-assessed, they were able to begin the next level up in the program. All students showed an average decrease of 4 errors and an average decrease in reading time of 46 seconds in reading the initial assessment passage.

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

No major differences in intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

No major differences in intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Prepare English learners (ELs) in the areas of listening, speaking, reading, and writing to achieve English language proficiency within five years of initial identification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

In 2023-2024 Villalovoz had 113 students designated as English Language Learners. Only 31% of these students made progress in English Language Acquisition on the ELPAC which is a 23.6% decrease from 54.6% in 2022-2023.
English Learners scored in the red category in both English Language Arts and Math on the California Data Dashboard:
In English Language Arts, English Learners scored 78.6 points below standard decreasing 22.5 points from 56.1 points below standard in 2022-2023.
In Math, English Learners scored 95.8 points below standard decreasing 22.5 points from 73.3 points below standard in 2022-2023.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Overall Performance Level (ELPI)	31% of English Learners progressed at least one ELPI level on the Summative ELPAC Assessment	Increase to 41% of English Learners progressing at least one ELPI level on the Summative ELPAC Assessment
Summative ELPAC Overall Performance Level (ELPI)	22.1% of English Learners decreased at least one ELPI level on the Summative ELPAC Assessment	Decrease to no more than 10% of English Learners decreasing at least one ELPI level on the Summative ELPAC Assessment
Summative ELPAC Overall Performance Level (ELPI)	43.87% of English Learners scored Level 1 on the Written Language portion of the Summative ELPAC	Decrease the number of English Learners scoring a Level 1 on the Written Language portion of the Summative ELPAC to 33.87%
Summative ELPAC Overall Performance Level (ELPI)	49.68% of English Learners scored Level 1 on the Reading Domain portion of the Summative ELPAC	Decrease the number of English Learners scoring a Level 1 on the Reading Domain portion of the Summative ELPAC to 39.68%
CA Dashboard Academic Performance English Language Arts - English Learners	CA Dashboard shows English Learners scored 78.6 points below standard on the Smarter Balanced Summative Assessment in English Language Arts	Decrease the number of points below standard for English Learners on the Smarter Balanced Summative Assessment in English Language Arts to 68.6 points below standard.

CA Dashboard Academic Performance Mathematics- English Learners	CA Dashboard shows English Learners scored 95.8 points below standard on the Smarter Balanced Summative Assessment in Mathematics	Decrease the number of points below standard for English Learners on the Smarter Balanced Summative Assessment in mathematics to 85.8 points below standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide up to 5 hours after school planning time for Designated ELD lessons, as well as provide opportunities for teacher collaboration through the PLC process through the lens of ELD. - Funded in Goal 1	English Learners	0
4.2	Additional ELD supplies and materials can be used to support designated ELD and our newcomer second dose of ELD - Funded in Goal 1	English Learners	0
4.3	Increase frequency of walkthroughs during ELD to once per trimester	English Learners	0
4.4	Engage Families as Partners in Reading through Latino Family Literacy and Cafecito providing hospitality and child care- Funding allocated in Goal 2	All students	0
4.5	PD with TUSD EL Coordinator during ERM on using ELPA practice tests to frame designated ELD	English Learners	0
4.6	Paraprofessionals to support intervention / ELD- One 3 hour paraprofessionals and one 2 hour paraprofessional to support classrooms with English Learners who are at the beginning or intermediate level. These paraprofessionals can provide additional English Language Development outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content. Funding allocated in Goal 1	English Learners	0

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

This is a new goal that was added due to a staff needs assessment after reviewing state assessment and ELPAC data as noted in the Goal 1 analysis. Villalovoz will be providing time for planning, collaboration, and professional development for teachers to improve their Designated ELD practices and instructional strategies to benefit English Language Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$196,644.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$113,411.00

Subtotal of additional federal funds included for this school: $113,411.00

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	$16,838.00
LCFF - Supplemental	$66,395.00

Subtotal of state or local funds included for this school: $83,233.00

Total of federal, state, and/or local funds for this school: $196,644.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	16,838.00
LCFF - Supplemental	66,395.00
Title I	113,411.00

Expenditures by Budget Reference

Budget Reference	Amount
	146,878.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	LCFF	16,838.00
	LCFF - Supplemental	66,395.00
	Title I	113,411.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	153,523.00
Goal 2	37,240.00
Goal 3	5,881.00
Goal 4	0.00

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

0 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Marji Baumann	Principal
Duane Voller	Classroom Teacher
Juile Rodriguez	Classroom Teacher
Hanna Zepeda	Classroom Teacher
Diana Lopez	Parent or Community Member
Cassandra Chaves	Parent or Community Member
Victor Quintanilla	Parent or Community Member
Lindsay Lewis	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4-30-2025.

Attested:



Principal, Marji Baumann on 4-30-25



SSC Chairperson, Hanna Zepeda on 4-30-2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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