School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
AJ Dorsa Elementary School	43 69369 6046114	May 12, 2022	July 21, 2022

Purpose and Description

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

Schoolwide Program

This plan outlines A.J. Dorsa's goals, key actions, and allotted resources for the 2023-24 school year.

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

A.J. Dorsa's SPSA addresses the identified areas of student academic and social emotional needs, goals, and allotment of resources in accordance with ESSA and LCFF/LCAP. Input has been gathered from school staff, students, and parents/ families to inform the content of this plan. As a school community, we will direct our efforts around our academic and social emotional learning priorities, with an emphasis on subgroups that need additional support (English Learners, primarily, Students with Disabilities, and Socioeconomically Disadvantaged students).

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our areas of focus for this school year are based on an in-depth data analysis and needs assessment which included teachers, parents, and student input.

Teacher input indicates a desire to adopt and implement a phonics instruction program as well as leveled ELD in grades 4 and 5 to target needs identified by the data. We will spend time giving teachers training to support with instructional practices in establishing a direct instruction approach to phonics and Leveled Designated ELD. Teachers have requested that ample time be dedicated to professional learning and collaboration in these areas.

We are extremely happy with the results of our parent, staff, and student input as they highlight a number of areas of strength, as well as help target other areas to continue developing. Panorama (LCAP) Survey data indicated 95% of parents feel a strong sense of belonging to our school, something that affirms staff efforts to ensure our students and families are respected, heard, and supported. The staff has placed a lot of energy into acknowledging and teaching the importance of parents in a student education and the value on diversity. The intention has been to ensure that students from all backgrounds see themselves represented positively and that all parents feel welcome as a part of their child's education. This has been received very well by students and staff. As a next step, we want to recruit more parent volunteers and plan events that align with community values.

Parent input also indicates a strong desire for a return to in-person activities, volunteering opportunities (especially in class), flexibility in times for parent meetings, and increased intervention/tutoring support.

We are very proud of the participation of our parents and families within the Dorsa community. This is a strong and highly valued focus area for our school. Parent Coffees are held monthly and are used as an open forum for parents to express their thoughts, give suggestions, and share concerns. We also conduct School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings in alignment with the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC). Parents/families are also informed of events and information via Parent Square.

Students surveyed (in Spring 2023) indicate a solid understanding of the discipline, rules, and expectations. There continues to be a need to address students' concerns around safety, sense of belonging and climate of support for academic learning, though safety did go up from fall to spring. While the school overall is a welcoming place, there is a need to continue to support students in developing positive social and relationship skills. Tools such as the Kimochis have been implemented this year, with the most visible impact on younger grade levels. The school will continuing training in PBIS to improve the student experience and strengthen these areas for students.

We utilize a variety of data/ data management systems to inform our review of quantitative data: Benchmark Advance Leveled Screener, Fastbridge, ESGI, attendance, and social emotional data. Collectively, these data sources provide information about each student around academic progress, attendance, behavior/discipline, and other factors related to students' social-emotional well-being. They also allow for disaggregation across a variety of factors, further supporting staff to identify and address equity needs.

Classroom Observations

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

Classroom Walkthroughs are conducted by the Principal. The Walkthroughs are used to monitor implementation of the instructional areas of focus and to inform future professional learning. During this year, our focus was on student centered conversation to promote language use and development for EL learners and for academic achievement of all students.

Teachers have had access to a variety of curricular platforms. We continue to utilize district-adopted curriculum (Benchmark Advance, Envision, Foss Science, etc.) as the core of our program while supplementing with other platforms (such as RAZ Kids, Levered, EPIC, etc.).

The overall trends found in these Classroom Walkthroughs indicate intentionality by teachers in setting up typical routines that will support student learning, and a clear focus on grade-level standards, and an intention to use sentence frames to support students talking to each other. There are opportunities to more deeply align instruction and pedagogical practices across all classrooms -- an effort that will require protected time for professional learning and collaboration.

Implementation of the district-adopted curriculum has varied among grade levels, depending on teachers' experience and understanding of the programs. Teachers have worked hard to set up structures to support small group instruction throughout the school. There is a need to create consistency in the use of strategies that support English Learners' access to content, participation within lessons, and ultimately their understanding of a skill/concept and ability to articulate such understanding in a variety of ways. Teachers have done well with student conversation but need to deepen practices. Teachers also are eager to implement the new phonics program, Such needs will be addressed through Professional Development, Grade Level Collaboration, Peer Coaching (as an option), and the Instructional Leadership Team that consistently monitors our Theory of Action (ToA) and Professional Learning Plan (PLP).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

AJ Dorsa Elementary School follows a data-driven cycle of inquiry for school improvement. Student achievement is carefully monitored by readily available data to all teachers from district-adopted data management systems: Illuminate, Fastbridge, ESGI, etc.. These systems are easily accessible, and simple to use, allowing teachers to access their students' performance data, to be compared with school-wide, grade level, district, state, and national data. This data allows teachers to provide differentiated instruction that is responsive to students' needs. These systems allow Administration to assess curriculum implementation and effectiveness, and support intervention programs. In addition, the various data systems contain student-referenced criteria, ELPAC, standards-based test performance, and Benchmark Assessments. The eSchools platform contains suspensions, (School Study Team) SST SDC/RSP referrals, and attendance data. A Panorama Survey is sent out twice a year to gather feedback from students, families, and staff. We use assessment data from our District Assessment Plan which includes assessment via Fastbridge, ESGI, and Benchmark Level Screener. We conduct an in-depth analysis of gaps for our students through Grade-Level Collaboration. The Professional Development focus for this year will be aligned with our Theory of Action and Professional Learning Plan. The Professional Learning Plan outlines the implementation of our focus areas via staff meetings, professional development, collaboration, leadership team meetings, and parent/ community meetings.

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

Teachers at Dorsa Elementary School use a variety of assessment tools to monitor student progress and inform instruction that includes:

- ELPAC Initial and Summative
- Envision Curriculum Mathematics Assessments
- Benchmark Leveled Screener and Lexile Reading Levels
- Fastbridge (in Math and Reading)
- Imagine Language & Literacy Program/Platform

Teachers meet regularly to analyze data and use such analyses to identify implications for instruction. This has been a long-time practice, yet was extremely difficult to protect during this first year of return to in-person instruction, given the shortage of substitute teachers to provide teacher release. It will be important to create a system to allow teachers this time in the coming school year. All students have Board-approved standards-based curriculum materials in all subject areas, as evidenced by our school-wide textbook inventory, and compliance with the Williams Act.

The school's Instructional Leadership Team is comprised of one teacher per grade level (including Special Education), and the Principal. The ILT meets monthly to review the School's Plan or Theory of Action (TOA) and to plan for Professional Development and Grade Level Collaboration. ILT members work with their Grade Level Teams to evaluate student progress, and goal attainment, plan interventions, and make necessary recommendations to the rest of the staff, and the School Site Council. The Leadership Team is in charge of assessing needs, working with grade-level peers to engage in cycles of inquiry, as well as providing input and/or co-facilitate professional development.

AJ Dorsa has a parent leadership component which includes ELAC, and SSC. These Councils and Committees engage in the process of analyzing data, monitoring the site's budget, revising the School Plan, and seeking out partnerships to foster additional learning opportunities for students. Dorsa Elementary School communicates with parents through monthly Parent Coffee Meetings with the Principal and ParentSquare (online communication platform) posts. Some of our Community Partners include YMCA, Alum Rock Counseling Center, Bay Area Women's Sports Initiative (BAWSI), Grail Family Services, Little Heroes, and others.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified at Dorsa Elementary School.

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

Teachers are trained in the curriculum and key instructional practices to support our students. Teachers and administrator attend various professional development opportunities, conferences, seminars, and workshops designed to increase knowledge base with a growth mindset.

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

All Professional Development topics are aligned with Dorsa Elementary School's Theory of Action (ToA) for this school year. Identified professional development needs are outlined in the Professional Learning Plan (PLP), and are based on a thorough review of student achievement data. The focus for this year is in the area of English Language Development (ELD) and Direct Phonics Instruction.

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

Teaching staff has several levels of Professional Learning: Grade-Level Collaboration teams that meet regularly to review local grade-level data and plan lessons, an Instructional Leadership Team who is focused on monitoring implementation of our Theory of Action and aligning cycles of inquiry within Grade-Level Teams, and Professional Development. Dorsa staff meets approximately every week in Staff Meetings, Grade-Level Collaboration, and Professional Development focused on student achievement progress.

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

Every teacher is a member of a grade-level team that meets collaboratively to engage in cycles of inquiry. Opportunities for collaboration occur frequently within staff meetings and release time.
Each grade-level team has a representative on the Instructional Leadership Team. This allows for a strong feedback loop between teachers, grade-level teams, and the Instructional Leadership Team.

Teaching and Learning

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

Dorsa Elementary School follows state-mandated instructional minutes, uses standards-based instructional materials in all subject areas, and paces instruction accordingly referencing District Curriculum Maps.

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

Dorsa Elementary School's Instructional Minutes meet all State and Local mandates.

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

Grade-levels plan together in order to engage in backward planning, based on Understanding By Design's Framework. Each grade-level determines leveled groupings of students in order to specifically target appropriate interventions.

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

All District-provided curriculum is CCSS-based. Instructional materials are provided to all students in compliance with the Williams Act.

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

All District-provided curriculum is State Board of Education approved.

Opportunity and Equal Educational Access

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

Students are flexibly grouped for targeted instruction, based on the analysis of student achievement data. Teachers meet with small groups every day in order to provide individualized, differentiated instruction. In addition, we have additional reading support for students from an intervention specialist and Grail Family Services' Yes We Can Read Reading Mentors. We also have dedicated teachers who provide instruction via our Resource Specialist Program, Special Day Class, and Speech Program for students who have identified learning needs in these areas.

Evidence-based educational practices to raise student achievement

Dorsa uses best practices to support student achievement. Curriculum is based on the Science of Reading research that ensures students are supported to become strong readers, writers, and thinkers. The Understanding By Design Framework is used to backward plan units as grade levels. A variety of strategies are employed to support language development. Staff uses Positive Behavior Intervention Support Systems which keep students positively motivated to be learners and on-task. Every teacher is also conducting small group reading intervention daily.

Parental Engagement

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

Dorsa school provides a wide-range of district and community resources available to assist students and to support families, including:

- YMCA extended Learning After School
- Student Success Team (SST) to address academic and behavioral needs
- School Site Council (SSC)
- Grail Family Services-Yes We Can Read Volunteer Readers (K-1st)
- Assistance League- Uniforms
- Alum Rock Counseling Center
- Family Giving Tree Organization- Backpacks and holiday gifts
- Parent-Principal Coffee Meetings
- Parent-Teacher Conferences
- BAWSI Girls for girls in grades 2-5 and ARUSD Elementary Sports League for students in grades 3 - 5
- Associated Student Body (ASB)
- Community Liaison

. Little Heroes mentoring, structured recess, and after school sports

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

The School Site Council reviews and approves annual funding as listed in the School Plan and Budget.

Funding

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

Based on student data, students are identified to participate in the following intervention and enrichment Extended Learning Day programs: Grail Family Services Tutors, small group instruction, Benchmark Striving Readers for students who are Far Below Basic/Below Basic in the RSP Program, Readwell for students in the Special Day Class, and Imagine Learning for Newcomers and/or English Learners far below grade level, Targeted Sonday Intervention System for students with the intervention specialist. Students performing at the Intensive level in grades K-5 are provided additional interventions during the school day, in which they are grouped according to need.

Fiscal support (EPC)

The School receives both State and Federal Funding. We also fundraise to provide additional resources for school supplies, student services and field trips.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Staff, Instructional Leadership Team (ILT) members, School Site Council (SSC), and English Language Advisory Council (ELAC) members were all involved in the data analysis, needs assessment, identification of drivers / key actions, and allotment of funds noted within this plan.

School SIte Council and ELAC meetings for the SPSA took place on April 28, 2023 Additionally, parent input was gathered via the annual LCAP Input Forum and the 2022-23 LCAP Parent Surveys (Fall & Spring).

Staff, ILT, and SCT meetings took place on April 4th,18, and 25, 2023. Additionally, staff input was gathered via the Panorama Surveys (Fall & Spring).

Resource Inequities

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

Through the course of our needs assessment, we have identified that students and staff would benefit from additional professional learning and support in the areas of Direct Phonics Instruction and Leveled English Language Development., as well as hands-on math supplemental materials. This support would include training and coaching to teachers, as well as additional small group work with students, in particular students classified as Newcomers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.6%	1.28%	0.66%	2	4	2
Asian	3.6%	3.51%	4.28%	13	11	13
Filipino	1.9%	2.24%	1.64%	7	7	5
Hispanic/Latino	90.4%	89.14%	89.47%	330	279	272
Pacific Islander	1.1%	1.28%	1.64%	4	4	5
White	0.6%	0.64%	0.33%	2	2	1
Multiple/No Response	1.9%	1.92%	1.97%	7	6	6
			Total Enrollment	365	313	304

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	44	43
Grade 1	52	46	42
Grade 2	53	51	47
Grade3	74	47	54
Grade 4	72	68	50
Grade 5	58	57	68
Total Enrollment	365	313	304

Conclusions based on this data:

1. Dorsa has been experiencing a decline in enrollment over the last several years.
2. Dorsa's largest grade level is the exiting 5th graders. The next largest group is the exiting 3rd graders.
3. Hispanic / Latino students, idenfied as a group of focus, are our largest sub-group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	178	185	177	48.80%	59.1%	58.2%
Fluent English Proficient (FEP)	76	46	32	20.80%	14.7%	10.5%
Reclassified Fluent English Proficient (RFEP)	3		6	1.7%		29.5%

Conclusions based on this data:

1. English Learners represent our largest language majority at Dorsa Elementary.
2. The number / percentage of students identified as RFEP has increased significantly.
3. The number / percentage of students identified as FEP has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	53	53	0	53		0	53		0.0	100.0	
Grade 4	73	69	52	0	67		0	67		0.0	97.1	
Grade 5	59	55	68	0	54		0	54		0.0	98.2	
All Grades	206	177		0	174		0	174		0.0	98.3	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2342.			5.66			13.21			22.64			58.49	
Grade 4		2370.			2.99			4.48			19.40			73.13	
Grade 5		2424.			3.70			12.96			22.22			61.11	
All Grades	N/A	N/A	N/A		4.02			9.77			21.26			64.94	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.66			60.38			33.96	
Grade 4		2.99			50.75			46.27	
Grade 5		9.26			48.15			42.59	
All Grades		5.75			52.87			41.38	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			33.96			66.04	
Grade 4		1.49			38.81			59.70	
Grade 5		0.00			48.15			51.85	
All Grades		0.57			40.23			59.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55			64.15			28.30	
Grade 4		2.99			71.64			25.37	
Grade 5		14.81			62.96			22.22	
All Grades		8.05			66.67			25.29	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.89			52.83			45.28	
Grade 4		4.48			55.22			40.30	
Grade 5		1.85			61.11			37.04	
All Grades		2.87			56.32			40.80	

Conclusions based on this data:

1. Per the last set of state testing results, student achievement increased significantly in Reading.
2. Per the last set of state testing, Listening continues to be a claim with the largest percentage of students in At/Near Standard.
3. There is not ELA or Math data for 2022-23. We are awaiting scores from the 2021-22 state testing exams.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	53	53	0	53		0	53		0.0	100.0	
Grade 4	73	69	52	0	69		0	69		0.0	100.0	
Grade 5	59	55	68	0	55		0	55		0.0	100.0	
All Grades	207	177		0	177		0	177		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.			3.77			24.53			16.98			54.72	
Grade 4		2359.			0.00			4.35			23.19			72.46	
Grade 5		2399.			3.64			5.45			16.36			74.55	
All Grades	N/A	N/A	N/A		2.26			10.73			19.21			67.80	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55			37.74			54.72	
Grade 4		0.00			18.84			81.16	
Grade 5		3.64			30.91			65.45	
All Grades		3.39			28.25			68.36	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.43			32.08			58.49	
Grade 4		1.45			21.74			76.81	
Grade 5		0.00			32.73			67.27	
All Grades		3.39			28.25			68.36	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55			56.60			35.85	
Grade 4		2.90			39.13			57.97	
Grade 5		0.00			41.82			58.18	
All Grades		3.39			45.20			51.41	

Conclusions based on this data:

1. Per the last data set, student achievement increased overall in Math.
2. Per the last data set, students continue to need support in all claims with specific emphasis in Concepts & Procedures and Problem-solving and Modeling.
3. Students scored highest in communicating reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1399.3	1407.2		1417.0	1422.7		1358.2	1371.1		45	38	
1	1416.2	1418.3		1432.8	1451.7		1399.2	1384.5		32	29	
2	1459.6	1476.1		1473.4	1487.9		1445.3	1463.8		31	38	
3	1454.2	1474.6		1455.7	1484.5		1452.2	1464.1		29	26	
4	1488.0	1470.0		1493.3	1476.8		1482.0	1462.9		42	28	
5	1485.6	1515.5		1486.9	1512.5		1483.6	1518.1		14	35	
All Grades										193	194	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	10.53		18.18	36.84		38.64	28.95		34.09	23.68		44	38	
1	0.00	0.00		18.75	13.79		40.63	58.62		40.63	27.59		32	29	
2	9.68	7.89		29.03	50.00		35.48	36.84		25.81	5.26		31	38	
3	7.14	3.85		21.43	30.77		28.57	46.15		42.86	19.23		28	26	
4	0.00	0.00		38.10	25.00		47.62	35.71		14.29	39.29		42	28	
5	7.14	5.71		21.43	42.86		50.00	48.57		21.43	2.86		14	35	
All Grades	5.24	5.15		25.13	34.54		39.79	41.75		29.84	18.56		191	194	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	23.68		31.82	31.58		27.27	23.68		31.82	21.05		44	38	
1	9.38	17.24		31.25	37.93		34.38	31.03		25.00	13.79		32	29	
2	22.58	42.11		35.48	36.84		22.58	15.79		19.35	5.26		31	38	
3	21.43	34.62		25.00	19.23		25.00	30.77		28.57	15.38		28	26	
4	21.43	14.29		52.38	39.29		19.05	28.57		7.14	17.86		42	28	
5	28.57	25.71		35.71	65.71		14.29	5.71		21.43	2.86		14	35	
All Grades	17.28	26.80		36.13	39.18		24.61	21.65		21.99	12.37		191	194	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.27	7.89		6.82	10.53		38.64	42.11		52.27	39.47		44	38	
1	0.00	0.00		21.88	3.45		28.13	20.69		50.00	75.86		32	29	
2	3.23	2.63		19.35	28.95		32.26	44.74		45.16	23.68		31	38	
3	0.00	0.00		14.29	3.85		28.57	57.69		57.14	38.46		28	26	
4	0.00	0.00		0.00	10.71		64.29	17.86		35.71	71.43		42	28	
5	7.14	0.00		0.00	14.29		42.86	65.71		50.00	20.00		14	35	
All Grades	1.57	2.06		10.47	12.89		40.31	42.27		47.64	42.78		191	194	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	13.16		69.23	71.05		15.38	15.79		26	38	
1	18.75	31.03		59.38	62.07		21.88	6.90		32	29	
2	19.35	18.42		54.84	76.32		25.81	5.26		31	38	
3	17.86	30.77		53.57	57.69		28.57	11.54		28	26	
4	26.19	18.52		66.67	44.44		7.14	37.04		42	27	
5	0.00	8.57		92.86	77.14		7.14	14.29		14	35	
All Grades	18.50	19.17		63.58	66.32		17.92	14.51		173	193	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	26.32		47.73	52.63		38.64	21.05		44	38	
1	13.33	20.69		73.33	65.52		13.33	13.79		30	29	
2	29.03	44.74		54.84	50.00		16.13	5.26		31	38	
3	30.77	42.31		42.31	38.46		26.92	19.23		26	26	
4	32.50	28.57		57.50	57.14		10.00	14.29		40	28	
5	66.67	74.29		16.67	22.86		16.67	2.86		12	35	
All Grades	26.23	40.21		52.46	47.42		21.31	12.37		183	194	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.27	13.16		65.91	52.63		31.82	34.21		44	38	
1	12.50	3.45		31.25	20.69		56.25	75.86		32	29	
2	9.68	7.89		48.39	68.42		41.94	23.68		31	38	
3	0.00	0.00		42.86	34.62		57.14	65.38		28	26	
4	0.00	0.00		58.54	25.00		41.46	75.00		41	28	
5	7.14	2.86		42.86	68.57		50.00	28.57		14	35	
All Grades	4.74	5.15		50.53	47.42		44.74	47.42		190	194	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	10.53		28.95	36.84		65.79	52.63		38	38	
1	0.00	0.00		46.88	55.17		53.13	44.83		32	29	
2	3.33	10.53		43.33	68.42		53.33	21.05		30	38	
3	0.00	0.00		44.44	76.92		55.56	23.08		27	26	
4	0.00	0.00		73.81	44.44		26.19	55.56		42	27	
5	0.00	2.86		64.29	85.71		35.71	11.43		14	35	
All Grades	1.64	4.66		49.73	61.14		48.63	34.20		183	193	

Conclusions based on this data:

1. The overall scores for level 2 an level 3 increased.
2. The overall scores for level 4 and level 1 decreased.
3. The areas of well developed and somewhat moderately developed have increased and beginning has decreased.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
304	**85.3**	**59.1**	**0.6**
Total Number of Students enrolled in AJ Dorsa 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	177	59.1
Foster Youth	2	0.6
Homeless	2	0.6
Socioeconomically Disadvantaged	267	85.3
Students with Disabilities	48	15.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.3
American Indian		
Asian	11	3.5
Filipino	7	2.2
Hispanic	279	89.1
Two or More Races	6	1.9
Pacific Islander	4	1.3
White	2	0.6

Conclusions based on this data:

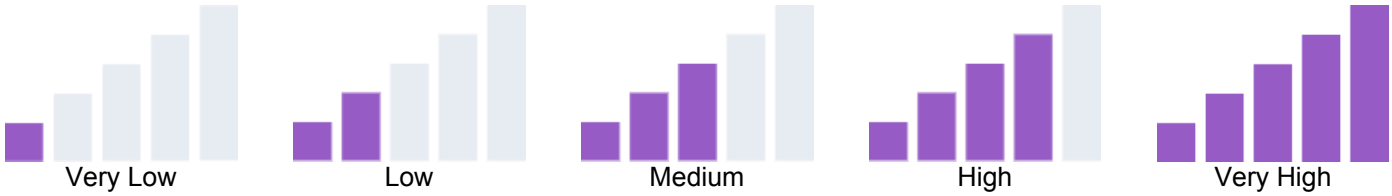
1. English Learners and Hispanic students continue to be one of the largest sub-groups at Dorsa.
2. The majority of students at Dorsa are identified as Socioeconomically Disadvantaged.
3. Asian students constitute the second-largest ethnic subgroup.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: Very Low		
English Learner Progress: Medium		

Conclusions based on this data:

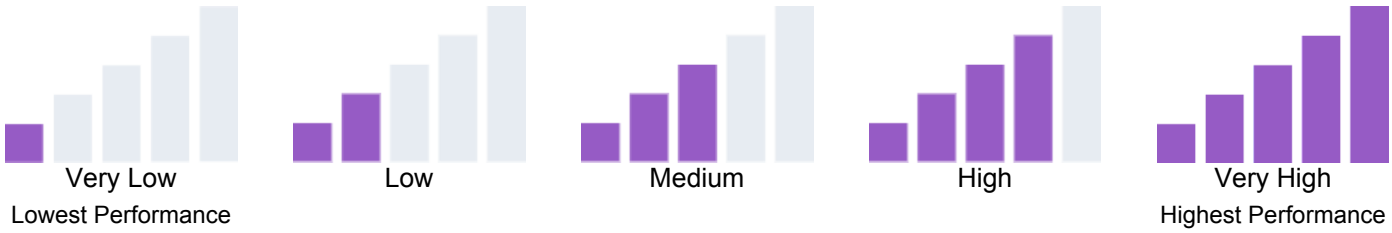
1. Dorsa scored low in academics for ELA and Math.
2. Dorsa is doing well in English Learner Progress, scoring medium.
3. Dorsa scored low in chronic absenteeism, students cannot increase academically if they are not attending school.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

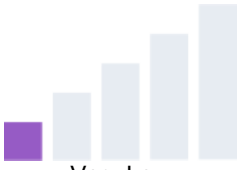
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
91.6 points below standard	102.5 points below standard	1 Student
162 Students	108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	97.9 points below standard	152.1 points below standard
	143 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 5 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 95.5 points below standard 146 Students	No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 1 Student

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128.8 points below standard 82 Students	19.5 points below standard 26 Students	93.9 points below standard 37 Students

Conclusions based on this data:

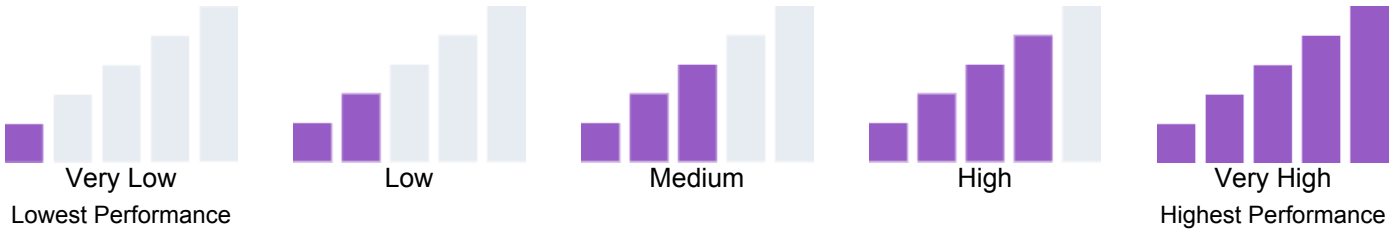
1. Per the last set of data that informed the CA Dashboard, all student subgroups performed below standard.
2. Per the last set of data that informed the CA Dashboard, Foster youth do not have enough students for data, but are a targeted focus group in ARUSD and at Dorsa.
3. Based on Data, ELA needs to be targeted for achievement increase.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

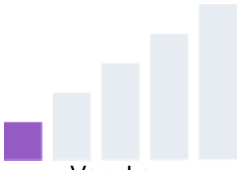
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
4	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
108.4 points below standard	121.4 points below standard	1 Student
162 Students	108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
1 Student	114.1 points below standard	151.6 points below standard
	143 Students	36 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students		No Performance Level 5 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 112.4 points below standard 146 Students	No Performance Level 3 Students	No Performance Level 1 Student	No Performance Level 1 Student

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
136.6 points below standard 82 Students	73.3 points below standard 26 Students	98.1 points below standard 37 Students

Conclusions based on this data:

1. Per the last set of data that informed the CA Dashboard, SED students score the lowest in math.
2. Per the last set of data that informed the CA Dashboard, EL students scored the second lowest.
3. All students scored in the Low category.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
54.9 making progress towards English language proficiency
Number of EL Students: 142 Students
Performance Level: 3

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.

2022 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
16.9%	28.2%	0.0%	54.9%

Conclusions based on this data:

1. A small percentage of students decreased a level.
2. A significant amount of students increased at least one level.
3. A moderate amount maintained a level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

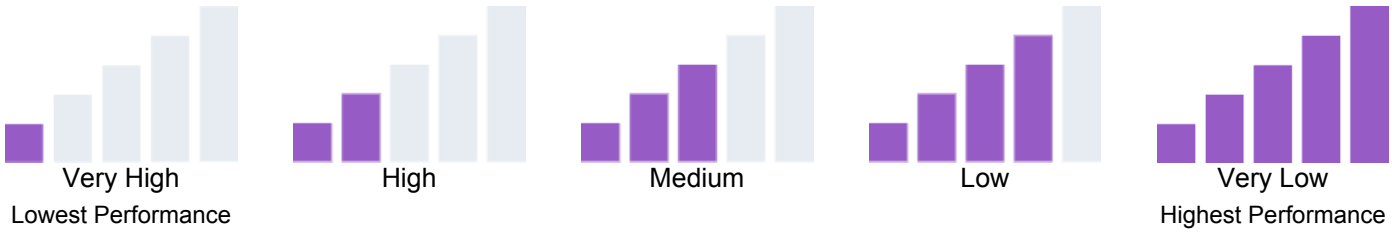
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	1	3	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
8.6% Chronically Absent	9.4% Chronically Absent	Less than 11 Students
349 Students	212 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	High
Less than 11 Students	9.4% Chronically Absent	12.3% Chronically Absent
2 Students	298 Students	57 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 4 Students		No Performance Level 0% Chronically Absent 13 Students	No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 8.1% Chronically Absent 310 Students	No Performance Level Less than 11 Students 6 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 2 Students

Conclusions based on this data:

1. SWD are labeled with the highest rate and scored high.
2. SED and EL scored medium.
3. Hispanic students are the subgroup scoring at medium for absences.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.5% suspended at least one day	0.5% suspended at least one day	Less than 11 Students
364 Students	217 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
Less than 11 Students	0.7% suspended at least one day	0% suspended at least one day
3 Students	307 Students	57 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level Less than 11 Students 4 Students		No Performance Level 0% suspended at least one day 13 Students	No Performance Level Less than 11 Students 7 Students

Hispanic	Two or More Races	Pacific Islander	White
 Very Low 0.3% suspended at least one day 324 Students	 No Performance Level Less than 11 Students 7 Students	 No Performance Level Less than 11 Students 7 Students	 No Performance Level Less than 11 Students 2 Students

Conclusions based on this data:

1. SED has the highest suspension rate.
2. EL have the second highest suspension rate.
3. Overall, the suspension rate is low.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century

Goal 1

All students will reach high standards of proficiency, at a minimum meeting or exceeding standard as measured by state, district, and local assessments.

Identified Need

Provide access to standards-based instruction in ELA and Math, scaffolding for particular learning / sub-group needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ SBAC - ELA and Math	Overall, per the 21-22 SBAC results, 14% of students in 3rd - 5th grade Met and/or Exceeded Standard in ELA; 16% respectively in Math.	Our goal is to accelerate proficiency in both ELA and Math by increasing the percentage of students Meeting and/or Exceeding Standard by 5% in both ELA and Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Adopt a direct phonics instruction curriculum and method of practice to increase decoding and reading fluency

Strategy/Activity

Implement SIPPS curriculum grades K-3 Continue protected time for small group instruction in Reading

Provide supplemental phonics resources and manipulatives

Provide resources to support small group instruction in Reading

Provide access to online reading/books during the school day and after school (e.g. EPIC, RAZ Kids, etc.)

Provide time for teacher collaboration to support data analysis, ROCI cycles, and planning (via GLC, PD, and Release Days)

Aligned, push-in, and/or before or after school support of the Yes We Can Read Program from Grail Family Services.

Aligned, push-in support of mentorship by Little Heroes.

Provide after-school intervention in Reading via Soaring Scholars

Continue working collaboratively with the ILT in developing and implementing the Professional Learning Plan.

Provide PD and coaching for teachers to learn and implement researched based reading instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries- Extended Duty
2413.96	Title I 3000-3999: Benefits Teacher Extended Duty
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Training and Professional Development
2000	Title I 4000-4999: Books And Supplies instructional materials

Strategy/Activity 2

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

Leveled ELD for grades 4/5

Strategy/Activity

Level EL students in grades 4 and 5 by level to target students at developmental level to promote English language acquisition progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 5000-5999: Services And Other Operating Expenditures Accelerated reader contract and training
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Implement a hands-on math curriculum to provide hands on extended math lesson access

Strategy/Activity

Review and evaluate curriculums

Meet with ILT and stakeholders to choose a program

Purchase materials and train teaches with curriculum and resources

provide release time to observe, peer coach, and collaborate

Provide math and reading instruction via Soaring Scholars

Provide access to the Makerspace for deepened Math, science, and engineering skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide Technology and Other Supports for Teaching and Learning

Strategy/Activity

Purchase/maintain instructional technology (such as laptops, projectors, headsets, etc.) so that staff can provide access to high-quality small group reading instruction and workshops

Provide Testing Coordinator to support SBAC and ELPAC Testing/ Requirements.

Provide access to supplemental education platforms/ licenses.

Purchase supplementary materials to support high-quality instruction, aligned with priorities.

Provide access to a Makerspace for STEM based curriculum

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7081.74	Title I 4000-4999: Books And Supplies Materials and Supplies
1500.00	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Testing Coordinator
20000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Design, Implementation, PD, and materials for a Makerspace classroom
75.59	LCFF Supplemental/Concentration 3000-3999: Benefits Benefits - Testing Coordinator

Strategy/Activity 5

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 6

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Assign a mentor and submit all paperwork to New Teacher Center

Strategy/Activity 7

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 8

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 9

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

All students will reach high standards, at a minimum attaining proficiency in English as measured by state, district and local assessments.

Identified Need

Provide support and scaffolding to English Learners in all content areas (Integrated ELD), including Designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	21-22 ELPAC data overall shows 26.14% in level 4, 35.95% in level 2, 32.03% in level 3, and 5.88% in Level 4	Our goal is to continue to support language development and mastery of the English Language by increasing the percentage of students in Moderately Developed and Well Developed by 10%, resulting in a decrease of students in level 1 and 2, and more students in level 3 and 4.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Deepen understanding of ELD and the needs of our ELLs, and implement common Structured Language Protocols

Strategy/Activity

Level ELD in grades 4 and 5

Use accelerated reader in 4 and 5

Use Intervention teacher and para to work with EL students in level 1 and level 2

Focus on student centered conversations

Deepen understanding of ELD and the needs of our ELs (e.g. data analysis protocols, data chats, etc.)

Identify and implement common Structured Language Protocols throughout the day

Establish and define a common, protected Designated ELD structure

Provide resources and supplemental materials to aid in supporting ELD/ ELLs

Engage in walk-throughs to provide feedback regarding the implementation of protocols

Monitor implementation/ support as an ILT

Promote constructed meaning PD's and models for teachers in staff meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development for teachers
2500	Title I 1000-1999: Certificated Personnel Salaries Testing Coordinator
280.99	Title I 3000-3999: Benefits Beneftis for testing coordinator
500	Title I 4000-4999: Books And Supplies Materials & Supplies
500	Title I 4000-4999: Books And Supplies Teacher Supplies

Strategy/Activity 2

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

Leveled ELD in grades 4 and 5

Strategy/Activity

Implement Leveled ELD in grades 4/5 to promote growth

Provide time for teacher release to plan/ observe best practices

Monitor implementation and support as ILT

Provide resources and supplemental materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

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

Family Support

Strategy/Activity

Conduct Family Coffees/ELAC to inform families of EL Proficiency, EL Program, and answer questions

Hold parent meetings to discuss re-designation criteria and interpret ELPAC

Provide a special recognition assembly for students who have met the redesignation/ reclassification criteria.

Distribute English Language Development materials to families

Conduct parent-teacher conferences to share progress regarding students' English language development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
945.00	None Specified 5000-5999: Services And Other Operating Expenditures Rentals & Leases for teacher only copier
1883.22	None Specified

	5000-5999: Services And Other Operating Expenditures Preventative Equipment for teacher only copier
330	None Specified 5000-5999: Services And Other Operating Expenditures Overages for teacher used copiers
500	None Specified 5000-5999: Services And Other Operating Expenditures Supply/ Copy Cost for teachers copies for instruction
300	None Specified 5000-5999: Services And Other Operating Expenditures Interprogram Postage for teachers

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

Establish a school-wide approach to culture and climate (including behavior and discipline) that positively reinforces desired behaviors and creates an atmosphere conducive to learning.

Identified Need

Implement a consistent, positive approach to behavior and discipline. Strengthen relationships among all stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual LCAP Survey	Per 22-23 LCAP Survey Data, students responded that 62% scored favorably for feeling safe.	Our goal is to increase students sense of safety from 62% to 75% next year.

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

Strategy/Activity 1

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

Adherence of Safety & Health Guidelines

Strategy/Activity

Inform all stakeholders of policies

Practice protocols, routines with students

Teach SOAR expectations and model in PBIS assemblies

Safety presentations including diversity, sexual harassment, bullying, and body safety

Continue promoting reporting of incidents

Social/emotional check ins

Utilizing the counselor for check-ins after incidents

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

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

Consistent Implementation of SOAR Expectations and Discipline Procedures

Strategy/Activity

Provide information and training to all staff, community partners in SOAR Expectations and Discipline Procedures

Provide SOAR Lessons to all staff and community partners, with a schedule of when to carry out lessons

Continue to develop a shared understanding of Calming Areas

Provide resources and materials for calming areas and consistent implementation of SOAR expectations

Identify and implement common Restorative Practices in response to behavior/discipline issues

Support student and family awareness of safe, respectful ways to use social media

Promote safety among students via assemblies and monitoring

PBIS awards for good behavior

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 4000-4999: Books And Supplies PBIS incentives
6655	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplies for parent and family events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School-wide Approach to Social Emotional Learning and Mental Health

Strategy/Activity

Continue Stomp Out Bullying rally and other preventative anti-bullying measures

Continue Morning Meeting routine

Continue Kimochis implementation (scope and sequence, read alouds)

Con't partnership with SKY Schools

Provide Visual & Performing Arts and Physical Activities (Arts Attack, Little Heroes)

Continue counseling services, and streamline communication between all involved in supporting students' SEL/ mental health needs (e.g. teachers, staff, counselors, etc.)

Implement school and classroom calming areas

Continue providing opportunities for expression through Class Game Time, Arts Attack, etc.

Support student and family awareness of safe, respectful ways to use social media

Provide students access to extended learning via field trips and camps

Continue safety presentations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
929.41	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials & Supplies
3000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Teacher Supplies
5295.31	Title I 5800: Professional/Consulting Services And Operating Expenditures Licensing Agreement for Arts Attack & StarFall
15500	Title I

	5000-5999: Services And Other Operating Expenditures Little Heroes
1620	Title I 5000-5999: Services And Other Operating Expenditures The Get Down
15500	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Little Heroes
12000	Title I 5000-5999: Services And Other Operating Expenditures Science Camp for 5th Graders
6000	Title I 5800: Professional/Consulting Services And Operating Expenditures Bus Transportation for Field Trips

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engage Stakeholders in a meaningful way that promotes a positive learning and community environment that is geared toward student achievement.

Goal 4

Partner effectively with various stakeholders to strengthen and align support for students.

Identified Need

Motivate and encourage all stakeholders to engage and work collaboratively towards school's goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual LCAP Survey	Per 22-23 survey data, Students' Sense of Belonging decreased slightly to 63%.	Our goal is to increase students' sense of belonging by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Promote Positive Learning and Community Environment

Strategy/Activity

Deepen ways to celebrate and promote our school via social media, etc.

Continue recognition and incentives such as Student of the Week, Dorsa Store, raffles etc.

Start in person assemblies School Assemblies

Continue monthly recognition of cultural/key events (request to provide monthly planning time)

Continue Spirit Days (request to include students in themes)

Continue opportunities for extracurricular activities and mentorship such as Hip Hop, BAWSI, Sports Leagues, Reading Mentors, Always Dream, etc.

Continue Little Heroes Sports and mentoring program

Host a math and literacy night in 23-24

Have family nights in 23-24

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

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

Celebrate and Support Attendance

Strategy/Activity

Communicate clear attendance protocols, including guidelines for Independent Studies

Recognize monthly attendance

Leverage community resources to support attendance (e.g. walking bus, timeliness incentives, etc.)

Recognize improved attendance

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

5000	Title I 4000-4999: Books And Supplies PBIS incentives

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$78774.00
Total Federal Funds Provided to the School from the LEA for CSI/ATSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$132,810.22

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$101,192.00

Subtotal of additional federal funds included for this school: $101,192.00

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
LCFF Supplemental/Concentration	$27,660.00
None Specified	$3,958.22

Subtotal of state or local funds included for this school: $31,618.22

Total of federal, state, and/or local funds for this school: $132,810.22

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	101192.00	0.00
LCFF Supplemental/Concentration	27,660	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

1 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

Name of Members	Role
Vanessa Dean- Principal	Principal
Dean Hodges	Classroom Teacher
Julie Mosqueda - Member	Other School Staff
Bertha Razo- Member	Other School Staff
Karina Lopez	Other School Staff
Audriana Barriga	Parent or Community Member
Patricia Mendoza	Parent or Community Member
Juana Velasquez	Parent or Community Member
Reyna Sumano	Parent or Community Member
Linda Quesada	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/23.

Attested:

Principal, Vanessa Dean on 5/11/23
SSC Chairperson, Patricia Mendoza on 5/11/23

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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