

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 |
|--------------------------|-----------------------------------|--|---------------------------|
| Travis Elementary School | 48-70565-6051270 | December 19, 2017 | February 6, 2024 |

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2023 California School Dashboard, our Students with Disabilities (SWD) and Hispanic student group is in ATSI status.

Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

All indicators at the lowest status level; or

All indicators at the lowest status level but one indicator at another status level

The State Indicators are - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

This plan will address ways to improve our school and student outcomes for our ATSI subgroups in particular, based on doing a needs assessment and identifying resource inequities.

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

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), and report card grades.

We created goals and action items based on a lens of "what do our students need?" We are paying special attention to our Students with Disabilities (SWD) and Hispanic subgroups, our groups in ATSI. Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

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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 school uses a variety of surveys to achieve stakeholder input regarding the school experience, safety, communication, and our overall school climate. Results from these surveys are analyzed by our School Site Council as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement.

Classroom Observations

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

Site and District Administrators are in and out of classrooms on a daily basis. These informal walkthroughs provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support.

In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance and discuss areas of strength and focus areas. Teacher evaluation areas of focus are: CSTP 1-6

As a school, areas of focus for instruction, learning and culture are alignment and fidelity of essential expectations in adopted curriculum (ELA, Math, SEL, PBIS, etc.) and best, first instruction, and protected

SEL time. These areas of schoolwide focus emerged from evidence and trends seen during both informal

and formal classroom visits and are supported by schoolwide data.

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)

Data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, surveys, SBAC, MAP, ESGI and classroom assessments. Data is used to look at areas of success as well as areas that need improvement. We work to determine the root causes for our performance in these areas and then utilize evidence-based practices to support our students' success.

Based on our data analysis using multiple measures, the following are areas of focus for our continued work:

Students with Disabilities (9% proficient in CAASPP math; 4% proficient in CAASPP ELA)
Hispanic students (42% proficient in CAASPP math; 50% proficient in CAASPP ELA)

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

For students "not meeting" performance goals in either ELA, Math, Attendance, or Suspension, site-level teams will initiate a process to identify the cause and determine appropriate interventions and supports to facilitate students reaching their academic goals. Ongoing monitoring of student progress toward these goals occurs in a variety of ways including, but not limited to observations, interviews, assessments, and/or anecdotal notes. Progress monitoring records are reviewed routinely as a school site team to ensure that students are continuing to make progress and determine if changes need to be made to student goals. Our staff dedicates time during Common Planning Days for grade levels and/or departments/teams to work together on content-specific topics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Travis Elementary School has 24 fully credentialed teachers, 1 teacher working on a waiver.

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

Positive Behavior Intervention and Supports (PBIS) continues to be an area of professional learning as we work toward lowering our suspension and chronic absenteeism rates across the District.

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

All staff development is based on student performance needs as well as professional goals.

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

Site administrators along with our Educational Services team offer support to teachers in instructional practices, assessment and using data to guide and inform instruction. Additionally mentor teachers will be given to any teacher who qualifies based on the outcome of the evaluation process.

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

Teachers in grades k-6 engage in planning time each Wednesday as students are released early on that day. Teachers set their own agendas for these common planning meetings. One Wednesday per month, site administrators may establish the agenda.

Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many duties required of the site level leadership teams.

Teaching and Learning

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

The use of California Common Core State Standards are at the heart of all the instructional practices. Teachers and teacher teams follow district adopted pacing guides, however, teachers are given time to collaborate and align their practices. This is done through grade level team time, staff meeting time, and common planning days. Any new curriculum adoption is thoroughly vetted through a District protocol and process to ensure that the curricula under review meets the expected standards.

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

We adhere to the recommended instructional minutes for reading/language arts and mathematics as put forth by the District and the suggested time allotments in our adopted materials.

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

Teacher grade level teams and departments, in collaboration with administrators and Educational Services have created pacing guidelines to ensure that the priority/essential standards have sufficient time so students can demonstrate mastery. Students receiving supports and interventions are monitored throughout the year to ensure that students are making progress and make adjustments when desired progress is not made. Interventions and supports are built to be fluid and allow students to move in and out as needed.

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

All students have access to relevant and needed standards-based instructional materials.

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

All teachers use adopted and standards-aligned instructional materials, including intervention materials. These materials are reviewed regularly and teachers work with site and District administrators to determine if there are gaps or overlaps in the materials being used. In addition, the District purchased several supplementary materials to support key content areas through a digital platform.

Opportunity and Equal Educational Access

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

All teachers provide opportunities for differentiated instruction throughout the school day. For instance, students participate in book clubs, independent reading and small group reading instruction at their level. Levels are monitored frequently and children change levels as needed. In addition, the curriculum materials used in the classrooms have resources to support students who are struggling, learning English or who have already mastered the content. Teachers also use supplemental materials to provide instruction, such as Khan Academy. Intervention teachers pull small groups of students who need extra time and support in reading. Intervention aides work alongside the intervention teachers to provide additional support to students. These groups are monitored and students are exited as soon as they meet delineated criteria. Students and teachers have access to supplementary materials and online programs in the classroom that are designed to provide extra support and practice to meet each child's needs. Students also have access to online reading programs at home that targets students' instructional levels. Teachers are able to monitor student progress and adjust levels as appropriate.

Evidence-based educational practices to raise student achievement

Teachers use adopted, standards-aligned curriculum as their core instructional materials. They focus on teaching the standards, check frequently for understanding, analyze student work and data and use this information to reteach or redirect learning experiences for students. Teachers use practices such as increased student talk as a way to actively engage students in greater portions of the instructional day, students write about their learning in all content areas, use model drawing, identify what didn't work in a given problem, and participate in small group instruction. Students read a range of texts with increasing amounts of non-fiction as they advance in grades. They read and view a variety of materials on a given topic and are asked to use evidence from the texts to draw conclusions. Teachers create experiences for students to engage in rich and rigorous learning experiences that stretch them as learners.

Parental Engagement

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

Students who need extra support may receive assistance through a variety of opportunities which may include intervention during or after the school day, tutoring during or after the school day, availability of supplementary curriculum, and mentors. Student Success Teams (SSTs) are held throughout the year as a way for school teams to continue to monitor student progress and use our Multi-tiered System of Support (MTSS) to provide students the level of support they need at a given time in a given area.

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)

Parents, teachers and other school personnel meet through a variety of teams at the school and District level to review data and school programs. The School Site Council oversees the development of the School Plan for Student Achievement and ensures that it is in alignment with the District Local Control Accountability Plan (LCAP).

Funding

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

Students who are struggling may meet with an intervention teacher for small group, extra support. These groups are within the school day and targeted to meet students' specific needs.

Fiscal support (EPC)

Our school receives funding from the LCFF, Title II and III funds.

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

Our school staff held approximately 6 meetings or input structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2023-2024 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders.

Our school also used electronic surveys or observation data to ensure that the stakeholder engagement process was inclusive. Data was gathered pertaining to student performance, actions, services and programs. School staff collected responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

9/19/23, 10/17/23, 11/28/23, 12/13/23, 1/23/24, 1/24/24

Resource Inequities

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

We identified a gap in our Students of Economic Disadvantage in their performance on the CAASPP Math as they scored 21 points below the standard.

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 | % | % | 0.23% | | 0 | 1 |
| African American | 10.3% | 6.91% | 12.87% | 43 | 28 | 56 |
| Asian | 2.6% | 1.98% | 3.22% | 11 | 8 | 14 |
| Filipino | 8.6% | 8.64% | 5.98% | 36 | 35 | 26 |
| Hispanic/Latino | 21.5% | 23.70% | 22.76% | 90 | 96 | 99 |
| Pacific Islander | 1.4% | 0.99% | 0.46% | 6 | 4 | 2 |
| White | 37.5% | 36.30% | 32.41% | 157 | 147 | 141 |
| Multiple/No Response | 16.2% | 18.02% | 19.54% | 68 | 73 | 85 |
| | Total Enrollment | | | 419 | 405 | 435 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 87 | 81 | 101 |
| Grade 1 | 72 | 68 | 55 |
| Grade 2 | 63 | 66 | 66 |
| Grade 3 | 49 | 57 | 65 |
| Grade 4 | 54 | 54 | 64 |
| Grade 5 | 45 | 47 | 53 |
| Grade 6 | 49 | 32 | 31 |
| Total Enrollment | 419 | 405 | 435 |

Conclusions based on this data:

1. The enrollment at Travis Elementary School has increased over the past three years.

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 | 7 | 9 | 9 | 1.7% | 2.2% | 2.1% |
| Fluent English Proficient (FEP) | 10 | 16 | 12 | 2.4% | 4.0% | 2.8% |

Conclusions based on this data:

1. The English Learner student groups has increased nominally over the past three school years.

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 | 52 | 65 | 60 | 0 | 63 | 58 | 0 | 63 | 58 | 0.0 | 96.9 | 96.7 |
| Grade 4 | 49 | 60 | 66 | 0 | 57 | 64 | 0 | 57 | 64 | 0.0 | 95.0 | 97.0 |
| Grade 5 | 45 | 48 | 47 | 0 | 47 | 45 | 0 | 47 | 45 | 0.0 | 97.9 | 95.7 |
| Grade 6 | 48 | 30 | 29 | 0 | 28 | 28 | 0 | 28 | 28 | 0.0 | 93.3 | 96.6 |
| All Grades | 194 | 203 | 202 | 0 | 195 | 195 | 0 | 195 | 195 | 0.0 | 96.1 | 96.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2437. | 2447. | | 30.16 | 29.31 | | 22.22 | 31.03 | | 25.40 | 29.31 | | 22.22 | 10.34 |
| Grade 4 | | 2479. | 2463. | | 22.81 | 23.44 | | 29.82 | 29.69 | | 31.58 | 17.19 | | 15.79 | 29.69 |
| Grade 5 | | 2504. | 2518. | | 17.02 | 22.22 | | 40.43 | 33.33 | | 25.53 | 24.44 | | 17.02 | 20.00 |
| Grade 6 | | 2554. | 2538. | | 10.71 | 17.86 | | 53.57 | 28.57 | | 32.14 | 46.43 | | 3.57 | 7.14 |
| All Grades | N/A | N/A | N/A | | 22.05 | 24.10 | | 33.33 | 30.77 | | 28.21 | 26.67 | | 16.41 | 18.46 |

| 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 | | 19.05 | 25.86 | | 61.90 | 67.24 | | 19.05 | 6.90 | |
| Grade 4 | | 21.05 | 18.75 | | 68.42 | 68.75 | | 10.53 | 12.50 | |
| Grade 5 | | 21.28 | 20.00 | | 68.09 | 75.56 | | 10.64 | 4.44 | |
| Grade 6 | | * | * | | * | * | | * | * | |
| All Grades | | 19.49 | 20.00 | | 67.69 | 70.26 | | 12.82 | 9.74 | |

| 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 | | 19.05 | 10.34 | | 60.32 | 72.41 | | 20.63 | 17.24 |
| Grade 4 | | 14.04 | 10.94 | | 70.18 | 60.94 | | 15.79 | 28.13 |
| Grade 5 | | 8.51 | 13.33 | | 76.60 | 64.44 | | 14.89 | 22.22 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 14.36 | 12.31 | | 68.72 | 65.64 | | 16.92 | 22.05 |

| 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 | | 15.87 | 15.52 | | 77.78 | 79.31 | | 6.35 | 5.17 |
| Grade 4 | | 14.04 | 12.50 | | 73.68 | 73.44 | | 12.28 | 14.06 |
| Grade 5 | | 14.89 | 22.22 | | 72.34 | 68.89 | | 12.77 | 8.89 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 14.36 | 16.92 | | 75.38 | 73.85 | | 10.26 | 9.23 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 17.46 | 13.79 | | 61.90 | 77.59 | | 20.63 | 8.62 |
| Grade 4 | | 14.04 | 6.25 | | 78.95 | 70.31 | | 7.02 | 23.44 |
| Grade 5 | | 21.28 | 26.67 | | 63.83 | 60.00 | | 14.89 | 13.33 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 17.95 | 14.87 | | 69.74 | 69.74 | | 12.31 | 15.38 |

Conclusions based on this data:

1. Overall, the percentage of students who met the standards in 22-23 decreased by nearly 3%.

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 | 52 | 65 | 58 | 0 | 62 | 56 | 0 | 62 | 56 | 0.0 | 95.4 | 96.6 |
| Grade 4 | 49 | 60 | 66 | 0 | 57 | 64 | 0 | 57 | 64 | 0.0 | 95.0 | 97.0 |
| Grade 5 | 45 | 48 | 47 | 0 | 46 | 44 | 0 | 46 | 44 | 0.0 | 95.8 | 93.6 |
| Grade 6 | 48 | 30 | 29 | 0 | 28 | 28 | 0 | 28 | 28 | 0.0 | 93.3 | 96.6 |
| All Grades | 194 | 203 | 200 | 0 | 193 | 192 | 0 | 193 | 192 | 0.0 | 95.1 | 96.0 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % 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 | | 2439. | 2439. | | 22.58 | 7.14 | | 32.26 | 55.36 | | 19.35 | 21.43 | | 25.81 | 16.07 |
| Grade 4 | | 2468. | 2479. | | 8.77 | 17.19 | | 31.58 | 32.81 | | 43.86 | 34.38 | | 15.79 | 15.63 |
| Grade 5 | | 2485. | 2488. | | 15.22 | 9.09 | | 13.04 | 25.00 | | 32.61 | 34.09 | | 39.13 | 31.82 |
| Grade 6 | | 2569. | 2534. | | 28.57 | 17.86 | | 28.57 | 21.43 | | 35.71 | 46.43 | | 7.14 | 14.29 |
| All Grades | N/A | N/A | N/A | | 17.62 | 12.50 | | 26.94 | 35.94 | | 32.12 | 32.29 | | 23.32 | 19.27 |

| 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 | | 29.03 | 33.93 | | 48.39 | 50.00 | | 22.58 | 16.07 |
| Grade 4 | | 15.79 | 25.00 | | 64.91 | 57.81 | | 19.30 | 17.19 |
| Grade 5 | | 8.70 | 11.36 | | 52.17 | 50.00 | | 39.13 | 38.64 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 19.69 | 22.92 | | 56.99 | 55.21 | | 23.32 | 21.88 |

| 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 | | 32.26 | 10.71 | | 46.77 | 71.43 | | 20.97 | 17.86 |
| Grade 4 | | 12.28 | 18.75 | | 61.40 | 60.94 | | 26.32 | 20.31 |
| Grade 5 | | 17.39 | 9.09 | | 56.52 | 63.64 | | 26.09 | 27.27 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 21.76 | 14.58 | | 54.92 | 63.02 | | 23.32 | 22.40 |

| 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 | | 19.35 | 12.50 | | 64.52 | 69.64 | | 16.13 | 17.86 |
| Grade 4 | | 14.04 | 14.06 | | 66.67 | 64.06 | | 19.30 | 21.88 |
| Grade 5 | | 10.87 | 4.55 | | 69.57 | 68.18 | | 19.57 | 27.27 |
| Grade 6 | | * | * | | * | * | | * | * |
| All Grades | | 15.54 | 10.94 | | 66.84 | 67.71 | | 17.62 | 21.35 |

Conclusions based on this data:

1. Overall, the percentage of students who met the standards in 22-23 increased by 9%.

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 | * | * | * | * | * | * | * | * | * | * | * | 4 |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | 4 | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | |
| All Grades | | | | | | | | | | 9 | 10 | 8 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | | * | * | | * | * | | * | * | |
| All Grades | * | * | * | * | * | * | * | * | * | * | * | * |

Conclusions based on this data:

1. ELPAC achievement data is not statistically relevant.

School and Student Performance Data

Student Population

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

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

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

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 435 | 39.8 | 2.1 | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Travis Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 9 | 2.1 |
| Foster Youth | | |
| Homeless | | |
| Socioeconomically Disadvantaged | 173 | 39.8 |
| Students with Disabilities | 46 | 10.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 56 | 12.9 |
| American Indian | 1 | 0.2 |
| Asian | 14 | 3.2 |
| Filipino | 26 | 6 |
| Hispanic | 99 | 22.8 |
| Two or More Races | 85 | 19.5 |
| Pacific Islander | 2 | 0.5 |
| White | 141 | 32.4 |

Conclusions based on this data:

1. Based on this data, in 2021-2022 46 of our total population were students with disabilities.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on this data, overall our students are in the "high" category for English Language Arts and in Medium category for Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

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

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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| All Students Yellow 6.5 points above standard Decreased -6.2 points 188 Students | English Learners Less than 11 Students 5 Students | Foster Youth No Performance Color 0 Students |
| Homeless No Performance Color 0 Students | Socioeconomically Disadvantaged Yellow 2.4 points above standard Maintained -1.7 points 74 Students | Students with Disabilities 87.3 points below standard Decreased Significantly -34.9 points 23 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
| <p>21.2 points below standard</p> <p>Maintained -1.5 points</p> <p>24 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>Less than 11 Students</p> <p>4 Students</p> | <p>0.4 points below standard</p> <p>Decreased Significantly - 42.1 points</p> <p>16 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p>14.9 points above standard</p> <p>Increased +4.8 points</p> <p>41 Students</p> | <p></p> <p>Orange</p> <p>11.3 points below standard</p> <p>Decreased Significantly - 18.7 points</p> <p>33 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p></p> <p>Yellow</p> <p>8.4 points above standard</p> <p>Decreased -8.9 points</p> <p>65 Students</p> |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| <p>Less than 11 Students</p> <p>3 Students</p> | <p>Less than 11 Students</p> <p>2 Students</p> | <p>7 points above standard</p> <p>Decreased -6.1 points</p> <p>182 Students</p> |

Conclusions based on this data:

1. According to this data our students who are socioeconomically disadvantaged ranked in the "medium" category in English Language Arts with 2.4 points above standard.

School and Student Performance Data

Academic Performance Mathematics

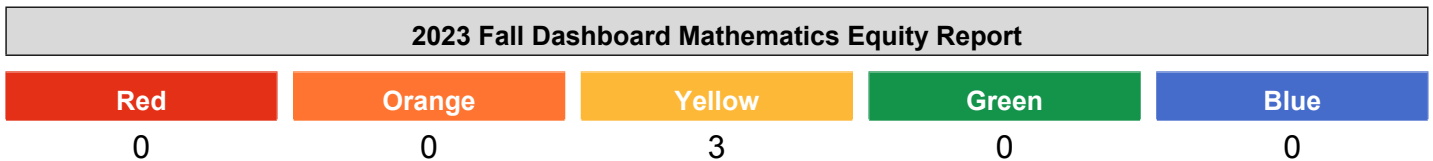
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| All Students Yellow 12.2 points below standard Decreased -7.8 points 185 Students | English Learners Less than 11 Students 5 Students | Foster Youth No Performance Color 0 Students |
| Homeless No Performance Color 0 Students | Socioeconomically Disadvantaged Yellow 21 points below standard Decreased -8 points 71 Students | Students with Disabilities 115.7 points below standard Decreased Significantly -44 points 23 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|-------------------------------------|---|
| 58.4 points below standard Maintained 0 points 23 Students |  No Performance Color 0 Students | Less than 11 Students 4 Students | 24.6 points below standard Decreased Significantly - 36.1 points 16 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
| 0.2 points below standard Maintained -2.7 points 40 Students |  Yellow 18.2 points below standard Decreased Significantly - 24.5 points 33 Students | Less than 11 Students 1 Student |  Yellow 10.3 points below standard Decreased -7.6 points 65 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------------------|-------------------------------------|---|
| Less than 11 Students 3 Students | Less than 11 Students 2 Students | 13.5 points below standard Decreased -7.2 points 179 Students |

Conclusions based on this data:

1. According to this data our socioeconomically disadvantaged students ranked in the "medium" category in math with 21.0 points below standard.

School and Student Performance Data

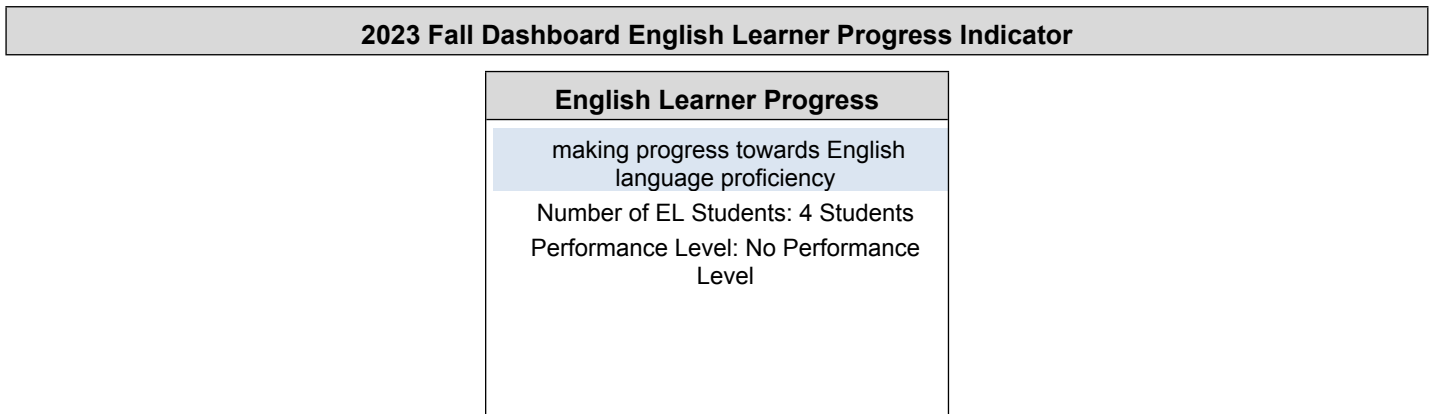
Academic Performance English Learner Progress

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

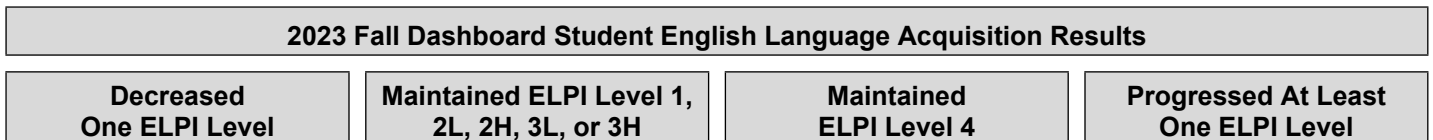
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



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.



Conclusions based on this data:

1. There is no data that is statistically relevant in regards to English Learner Progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

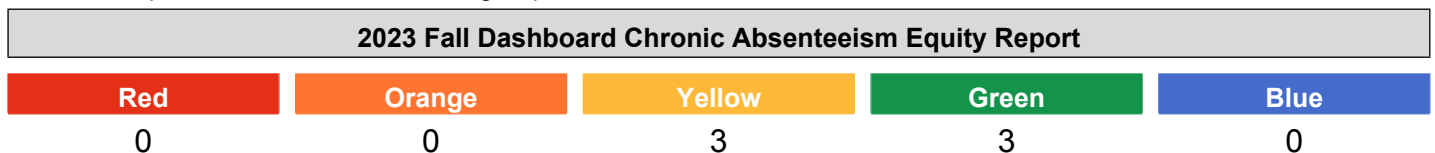
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Green</p> <p>9.3% Chronically Absent</p> <p>Declined Significantly -12.8</p> <p>452 Students</p> | <p>English Learners</p> <p>0% Chronically Absent</p> <p>Declined -18.2</p> <p>11 Students</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.7% Chronically Absent</p> <p>Declined Significantly -14.1</p> <p>190 Students</p> | <p>Students with Disabilities</p> <p>Yellow</p> <p>19% Chronically Absent</p> <p>Declined -17.7</p> <p>63 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  Green 5.3% Chronically Absent Declined -13.7 57 Students | Less than 11 Students 1 Student | 0% Chronically Absent 0 14 Students | 0% Chronically Absent Declined -11.1 26 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 13.6% Chronically Absent Declined -18.5 103 Students |  Green 9.6% Chronically Absent Declined -8.3 104 Students | Less than 11 Students 3 Students |  Green 9.7% Chronically Absent Declined -10.5 144 Students |

Conclusions based on this data:

1. Based on this data, our Hispanic and white student groups are in the category of "medium", indicating they are significantly chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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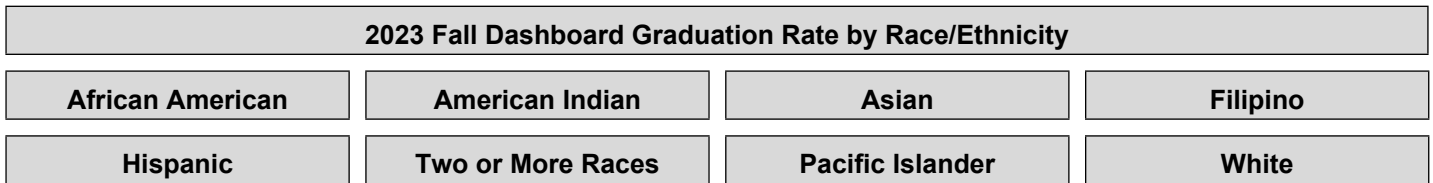
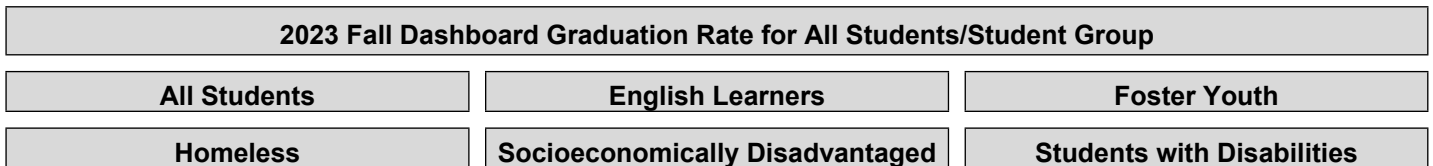
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance
Orange
Yellow
Green
Blue
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. As an elementary school, graduation rates do not apply.

School and Student Performance Data

Conditions & Climate Suspension Rate

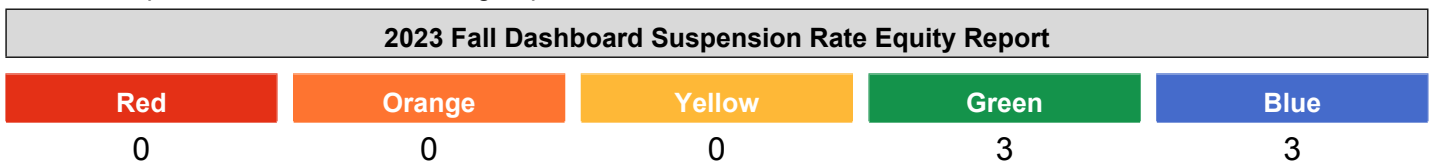
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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







This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| All Students Blue 0.4% suspended at least one day Declined -0.6 463 Students | English Learners 0% suspended at least one day Maintained 0 11 Students | Foster Youth No Performance Color 0 Students |
| Homeless No Performance Color 0 Students | Socioeconomically Disadvantaged Blue 0.5% suspended at least one day Declined -0.5 193 Students | Students with Disabilities Green 1.5% suspended at least one day Declined -1.2 65 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  Blue 0% suspended at least one day Maintained 0 58 Students | Less than 11 Students 1 Student | 0% suspended at least one day Maintained 0 14 Students | 0% suspended at least one day Maintained 0 27 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 0% suspended at least one day Declined -0.9 105 Students |  Green 0.9% suspended at least one day Declined -0.9 106 Students | Less than 11 Students 3 Students |  Green 0.7% suspended at least one day Declined -0.4 149 Students |

Conclusions based on this data:

- The student subgroups who are rated as "medium" for suspensions include white and students of two or more races.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP GOAL #1 Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

Goal 1

1A All students will show progress towards mastery of math and ELA standards by June 2024 as measured by the CAASPP assessment with an increase of 5 percentage points (Math 48% to 53% proficient; ELA 54% to 59% proficient).

1B Hispanic students will show progress towards mastery of math and ELA standards by June 2024 as measured by the CAASPP assessment with an increase of 5 percentage points.

1C Students with Disabilities will show progress towards mastery of math and ELA standards by June 2024 as measured by the CAASPP assessment with an increase of 5 percentage points.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal is related to Hispanic students and students with disabilities.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|---|--|
| CAASPP Math Scores | Spring 2023 Overall: 48% proficient | Spring 2024 Overall: 53% proficient |
| CAASPP ELA Scores | Spring 2023 Overall: 54% proficient | Spring 2024 Overall: 59% proficient |
| CAASPP Math Scores | Spring 2023 Hispanic Students: 42% proficient | Spring 2024 Hispanic Students: 47% proficient |
| CAASPP ELA Scores | Spring 2023 Hispanic Students: 50% proficient | Spring 2024 Hispanic Students: 55% proficient |
| CAASPP Math Scores | Spring 2023 Students with Disabilities: 9% proficient | Spring 2024 Students with Disabilities: 14% proficient |
| CAASPP ELA Scores | Spring 2023 Students with Disabilities: 4% proficient | Spring 2024 Students with Disabilities: 9% proficient |
| NWEA Math Scores | Spring 2023 61.7% Average to High | Spring 2024 66.7% Average to High |
| NWEA Reading Scores | Spring 2023 66.6% Average to High | Spring 2024 71.6% Average to High |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, Hispanic students, Students with disabilities

Strategy/Activity

Curriculum/Instruction:

- Support teacher collaboration around unit development, lesson study and progress monitoring.
- Implement the adopted curriculum with fidelity
- Continue National Geographic curriculum for English Language Learners
- Incorporate supplemental material such as Zearn and Roboblocky
- Increase book sets to support WIN reading groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

297,988

Source(s)

SGF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Hispanic students, Students with disabilities

Strategy/Activity

Progress Monitoring:

- Utilize NWEA Map testing to identify student needs
- Use data to drive instruction and support students
- Grade level teams analyze data on a regular basis and adjust instruction as needed.
- Administer the CAASPP interims as formative assessment to help drive 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)

| | |
|--|-----------------|
| | District Funded |
|--|-----------------|

| | |
|--|-----------------|
| | District Funded |
|--|-----------------|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Hispanic students, Students with disabilities

Strategy/Activity

Intervention and Enrichment:

- Continue reading intervention built into the school day during WIN (What I Need).
- Staff the intervention room with one certificated intervention teacher.
- Staff the intervention room with four intervention assistants.
- Provide ongoing reading training to intervention staff
- Continue to offer after school robotics
- After school tutoring provided to targeted students
- Offer after school robotics and band
- Participate in after school competitions and performances
- Explore providing math intervention during the school day

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)

All students, Hispanic students, Students with disabilities

Strategy/Activity

Professional Learning:

- Promote participation in math trainings offered after school by the district math coach
- Incorporate math training into staff meetings
- Participation in ELD trainings and EL coaching
- Provide ongoing training for reading intervention instructional assistants.
- Participation in coding and robotics training
- Train in the administration of the CAASPP interims including the grading of performance tasks.

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 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.

[Empty box for amount(s)]

District Funded
District Funded Salary LCFF

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.

[Empty box for amount(s)]

SGF

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.

[Empty box for amount(s)]

District Funded

| | |
|-------|-----------------|
| | |
| | District Funded |
| 2,760 | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social-Emotional Wellness

LEA/LCAP Goal

LCAP GOAL #2 Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

Goal 2

2A All students will feel a sense of belonging and experience positive relationships by June 2024 as measured by state and local data such as suspensions and behavior referrals.

2B All students will show progress towards developing social and emotional skills by June 2024 as measured by student surveys and focus groups.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|--|--|
| Student Surveys | New baseline in January 2024 | May 2024: 80% of students will feel a sense of belonging |
| Student Focus Groups | New baseline in January 2024 | May 2024: 80% of students will experience positive relationships on campus |
| Discipline Referrals | 30 referrals in 2022-2023 | Reduce by 20% (24 discipline referrals in 2023-2024). |
| Suspensions | Suspensions in 2022-2023 (8 out of school suspensions) | Reduce by 20% (no more than 6 suspensions in 2023-2024) |

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 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Curriculum/Instruction:

- All teachers will teach a weekly social/emotional lesson as a Tier One support for all students as a preventative measure regarding behavior/discipline/suspensions.
- Grade-alike teachers will collaborate to develop PBIS lessons
- All teachers will teach and reinforce PBIS through lessons and the distribution of Falcon Talons.
- Staff will use common language regarding behavior expectations
- Posters will be displayed around campus to illustrate expectations
- All teachers will teach digital citizenship lessons
- Students will take leadership roles to demonstrate the behavior expectations including Student Council Thoughtful Thursdays, Transition Team, Playworks Junior Coaches, Buddy Program
- Explore social-emotional curricula and pilot a new program

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) |
|-----------|-----------|
| 12,973 | |
| 12,973 | |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Progress Monitoring:
- Student Surveys
 - Staff Surveys
 - Student focus groups
 - Discipline referral data
 - Monitor attendance to decrease tardies and absences, focusing on students who are chronically absent.

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 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Intervention and Enrichment:

- Continue utilizing the position of Teacher on Special Assignment (TOSA) to focus on school climate
- Continue utilizing two School Support Specialists (SSS) to lead the Playworks program and to provide support in the Wellness Center.
- Wellness Center will be available to all students as well as student groups such as social skills groups.
- MTSS/Tier 2 team will review student referrals weekly and implement Tier 2 interventions
- Tier 2 interventions including Social Skills groups to target specific needs, check-in/check-out, self-regulation charts
- Social Skills groups with TOSA
- Student recognition through monthly character trait awards
- Regular spirit days to promote connectedness
- Referrals to Care Solace
- Referrals to the Social Worker intern
- Referrals to the MFLC
- Restorative practices and other means of correction in lieu of suspensions.

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)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Learning:

- PBIS training

- De-escalation strategies
- CASEL competencies
- Cultural competencies
- Trauma-informed training

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) |
|-----------|-----------|
| 10,195 | |
| 3,774 | |
| 1,559 | |
| 21,000 | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

LCAP GOAL #3 Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

Goal 3

3A School-home 2-way communication will occur regularly to engage and inform the parent community.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Parent Survey | December 2023: 94% agree/strongly agree that the school keeps them well-informed about school activities. | May 2024: 99% of parents will agree/strongly agree |
| Weekly Newsletter and Phone Call Blast | Emailed once per week | Add a folder to the school website to post all newsletters |
| Meeting calendar and minutes for PTO and Site Council | One meeting per month | Increase attendance and participation by 5% of attendees. |
| Principal Coffee Chats | Quarterly (4 times per year) | Increase attendance and participation by 5% of attendees. |
| Parent Survey | December 2023: 92% agree/strongly agree that the school communication is easy to access and understand | May 2024: 97% of parents will agree/strongly agree |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All families

Strategy/Activity

Weekly communication

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)

All families

Strategy/Activity

Increase family events such as fall festival, math/literacy nights

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)

LCFF
\$225 per school
LCFF

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.

SGF
\$1,250 per school
SGF

Strategy/Activity 4

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.

10,137

SGF

Elementary: 3 nights per year x 7 grade levels x 2 teachers per grade x 6 hours per night = 252 teacher hours per school

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Basic Services

LEA/LCAP Goal

LCAP Goal #4 Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

Goal 4

4A School administration will collaborate with various stakeholder groups to improve the site facilities, instructional programs and campus safety.

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| Parent Survey | December 2023: 78% agree/strongly agree that the school is preparing students academically for future success. | May 2024: 83% of parents will agree/strongly agree |
| Parent Survey | December 2023: 86% agree/strongly agree that campus is physically safe. | May 2024: 91% of parents will agree/strongly agree |
| Parent Survey | December 2023: 88% agree/strongly agree that campus is emotionally safe. | May 2024: 93% of parents will agree/strongly agree |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site Facilities:

- Playground painting completed by staff, PTO and the Travis Airforce Base Chapel volunteers.
- Site collaboration with district maintenance to clear out old furniture and garbage.
- Collaboration with The Daughters of the American Revolution to secure playground equipment.
- Add water bottle filling stations

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)

Instructional Programs:

- Parent Curriculum Nights hosted by staff and PTO such as "math night", "family literacy night" and "STEAM night"
- Travis Airforce Base volunteers such as the TAFB Hispanic Heritage Association will visit to promote cultural

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.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus Safety:

- School staff will participate in trainings focused on campus safety such as Active Shooter presented by TAFB Anti-Terrorism Department
- Crisis Response Team will participate in Suicidal Ideation Screening training presented by School Social Worker.

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.

Goal Subject

LEA/LCAP Goal

Goal 5

5A

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.

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$373,359.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | \$65,234.00 |
| SGF | \$308,125.00 |

Subtotal of state or local funds included for this school: \$373,359.00

Total of federal, state, and/or local funds for this school: \$373,359.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|----------|-----------|
| Donations | 27004.00 | 27,004.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------|------------|
| | 65,234.00 |
| SGF | 308,125.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------|------------|
| | | 65,234.00 |
| | SGF | 308,125.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 300,748.00 |
| Goal 2 | 62,474.00 |
| Goal 3 | 10,137.00 |

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

| Name of Members | Role |
|--------------------------------------|----------------------------|
| Nickie Cunningham (Vice-Chairperson) | Classroom Teacher |
| Amy Porquez | Classroom Teacher |
| Pam George | Other School Staff |
| Lindsay Dalske | Principal |
| Tierra Ekstrom | Parent or Community Member |
| Ariella Reyes | Parent or Community Member |
| Aki Amos | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Lindsay Dalske on 1/23/24

SSC Chairperson, Tierra Ekstrom on 1/23/24

Instructions

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

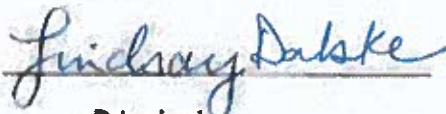
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

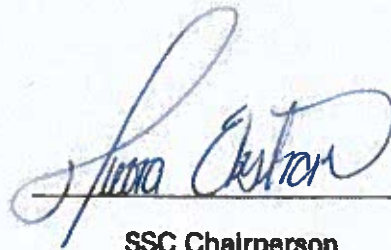
School Site Approval of Single Plan for Student Achievement

Signature Page

The School Site Council at Travis Elementary School approved the Single Plan for Student Achievement at our meeting dated January 23, 2024.

A handwritten signature in blue ink that reads "Lindsay Dabke". The signature is written in a cursive style and is positioned above a horizontal line.

Principal

A handwritten signature in blue ink that reads "Anna Castro". The signature is written in a cursive style and is positioned above a horizontal line.

SSC Chairperson