

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
Center Elementary School	48-70565-6051254	January 23, 2024	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 African American, Asian, English Learner, and Students with Disabilities student groups are 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), report card grades, and the results of SBAC testing.

We created goals and action items based on a lens of "what do our students need?" 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 and district use a variety of surveys to gather stakeholder input regarding safety, communication, school climate and to gather input. Data gathered from surveys are reviewed by our school leadership team and our staff to determine goals for our school, as well as to create goals for our Single Plan for Student Achievement.

The results of our surveys indicated that school facilities and school safety continue to be areas of concern. Bullying, as a specific area of school safety, also continues to be an area of concern. Survey input indicates an overall satisfaction with intervention services, communication with families and caring staff. The results of our surveys guided conversations about next steps.

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 Administrators visit classrooms daily. These informal walkthroughs provide the administrative team a frequent snap shot of student learning and engagement, instructional strategies being utilized and classroom climates. Site administrators use these walkthroughs to guide discussions and trainings about best practices. In addition to informal, frequent observations, we have a rigorous evaluation process for teaching staff. New teachers go through the formal evaluation process for the first two years and then they move to the traditional evaluation process that occurs every two years for all permanent teaching staff. Teaching staff in good standing can also opt for the portfolio option as part of their evaluation. Evaluations are based on the six California Standards for the Teaching Profession which include: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, Assessing Students for Learning, and Developing as a Professional Educator. As part of the evaluation process, teaching staff set goals for themselves, have lessons observed by site administration, and then meet to debrief, reflect and plan for improvements/next steps. This reflective cycle occurs multiple times in an evaluation year so that teaching staff are able to make improvements and administrator staff is able to guide educators through that process.

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)

As a school site and district, we are always data driven. We use multiple data points including data from the state, district, school site and even classroom data. This data includes, but is not limited to: attendance, suspension, grades, SBAC, MAP, surveys, benchmarks, and classroom assessments. Data is used to look at areas of success as well as areas that need improvement. We work to determine student performance in these areas and then utilize evidence-based practices to help support our students in the data determined areas of need. Data is also used to plan core instruction, reteaching opportunities, intervention lessons and enrichment opportunities. Data is analyzed in multiple ways throughout the year. This data not only helps drive instruction but also helps us group and regroup our intervention groups. Our District uses a data management system, Aeries, including Aeries Analytics, to support all administrators and teachers in using data to meet the instructional needs of our students.

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

We use MAP and ESGI data throughout the school year to monitor student progress. We also complete report cards each trimester as well as progress reports between report card periods. Families are always kept apprised of their student's progress by report cards, progress reports and regular communication with teachers. For students who are not meeting goals in either ELA, Math, Attendance, Behavior or Socio-Emotion, our Multi-Tiered System of Supports (MTSS) Team discussed student data and recommends if additional resources/supports need to be deployed. 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 an MTSS Team as well 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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We meet all the requirements for employing highly qualified staff. As of December 12, 2023 Center Elementary School has 24 fully credentialed teachers, and 1 teacher working with a waiver.

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

We currently have one unfilled classroom teaching position and one unfilled intervention teaching position. We have one teacher on a waiver as she is an intern. All other teaching staff are credentialed. We provide staff development throughout the school year for all staff, certificated and classified. These professional development opportunities occur on one Wednesday each month, during our early release time. The topics for our professional development varies based on site and district needs as identified by data collected or staff needs. All staff complete required/mandatory trainings either in person or via assigned online modules. Additionally, each year our staff is provided training in topics such as Cultural Awareness/Responsiveness and Trauma Responsiveness. Voluntary additional professional opportunities were also offered by our Elementary Math Coach. These areas of focus were in response to ensuring we were meeting the needs of all students, but especially our underserved student groups. Positive Behavior Intervention and Supports (PBIS) continues to be another area of professional learning as we work diligently toward lowering our suspension and chronic absenteeism rates at Center.

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

All staff development is based on student academic and socio-emotional needs, as well as identified areas of need by families and the district administrators. These needs are determined by assessment data, surveys, and communication voiced at meetings.

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

Site administrators and our Teacher on Special Assignment (TOSA), along with our Educational Services team, offer support to teachers in instructional practices, assessment and using data to guide and inform instruction. Additionally, we have an Elementary Math Coach that provides support and training for teaching staff, including our Intervention Instructional Assistants. The district has also provided an English Language Development (ELD) coach to our staff that are providing ELD instruction.

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

Teachers in grades TK–6th grade have planning time each Wednesday as students are released early on that day. Teachers set their own agendas for these common planning meetings. Site administrators at times may request feedback from teaching staff during site professional development meetings or through the utilization of our Leadership team. Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many conversations that occur during our staff professional development and leadership meetings.

Teaching and Learning

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

The use of California Common Core State Standards are the priority of all our instructional practices. Teachers and teacher teams follow district adopted pacing guides, and teachers are provided with common planning time on Wednesdays to collaborate and align their teaching practices. Any new curriculum adoption goes through a rigorous process led by the District Office to ensure that the curricula under review meets the expected standards and the needs of the students. Teacher input is highly valued throughout the adoption process and family/community input is also considered.

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

We adhere to the required instructional minutes for reading/language arts and mathematics as put forth by the State of California.

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

Teacher grade level teams, in collaboration with administrators and Educational Services have created pacing guidelines to ensure that the priority/essential standards are given sufficient time to be taught and students can demonstrate mastery. The master schedule is created to afford targeted intervention times throughout the school day for each grade level. Most grade levels have an intervention time for both ELA and Math.

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

All students have full access to adopted, 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 teaching staff use State adopted and standards-based instructional materials. Our intervention team uses English Language Arts materials that are connected to our adopted ELA program and district adopted ELD materials. In addition, our curriculum is available to students and staff through the online district platform, Launchpad.

Opportunity and Equal Educational Access

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

We have a rigorous intervention schoolwide intervention program and the master schedule supports targeted times in which each grade level is prioritized for What I Need (WIN). During WIN time, all students receive the differentiated support they need at their instructional level. During this time, student may be pulled out of their class to receive targeted small group instruction in English Language Arts and/or Math. Students with IEPs may attend the Learning Center for targeted, small group instruction during this time as well. During WIN time, the students not pulled out of class, receive targeted, differentiated in either their classroom or a different grade level classroom, as based on student need. In addition, our District has provided Intervention Instructional Assistants who work in the same rooms as the Intervention Teachers so that we can maximize our Intervention/WIN services. The use of Intervention Instructional Assistants has greatly increased our capacity to provide targeted, small group instructional support to a larger number of students. Students receiving supports and interventions are monitored throughout the year to ensure that all students are making academic growth and progress. Interventions and supports are built to be flexible and to allow students to move through instructional groupings as needed. Our curriculum provides resources to support students who are struggling academically.

Evidence-based educational practices to raise student achievement

Teachers use State and District Board adopted, standards-based curriculum as their core instructional materials for English Language Arts, Mathematics, Social Studies and Science. Our teaching staff focuses on creating supportive learning environments focused on teaching the State standards for each content area, student engagement, and checking for understanding. Teaching staff use assessment data to guide their instruction and reteaching opportunities to ensure student learning. Throughout the instructional day, students are engaged in rigorous learning opportunities and teachers use differentiation to ensure that students receive support or extension at their instructional level.

Parental Engagement

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

Our school offers many Tier 1, Tier 2 and Tier 3 supports to students who may be under-achieving. Students who need academic supports receive differentiated supports in their classroom or through our Intervention/What I Need (WIN) program. We also have a limited amount of after school tutoring. Our Multi-Tiered System of Support (MTSS) team meets weekly to discuss student needs and determine appropriate supports. Other supports may include, but are not limited to the use of calming corners in the classrooms, our Wellness Center, positive rewards such as character coupons and our weekly PBIS drawing, buddy classrooms, Spot of Feelings or Second Step socio-emotional curriculum, social skills groups, MTSS referral, Check in, Check Out (CICO) system, referral for a Student Study Team (SST) team meeting, referral for an assessment for Special Education, referral to our School Social Worker, or a Behavior Support Plan.

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, levels of support, and school programs. Our School Site Council (SST) oversees the development of our School Plan for Student Achievement (SPSA) as well as our School Safety Plan. We also have a site English Learner Advisory Committee (ELAC) that meets several times a year. At the District level, we have a District Strategic Plan Committee, Facilities Advisory Committee, Budget Advisory Committee, our Parent Advisory Committee, and our District English Learner Advisory Committee groups which all meet a couple of times each year. These site and district committee ensure alignment with State requirements as well as our District Local Control Accountability Plan (LCAP,).

Funding

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

Students who are underperforming participate in our Intervention/What I Need (WIN) program. If the student is an English Learner, they receive ELD services as well. Both WIN and ELD provide strategic, small group instruction for extra support. These groups are within the school day and targeted to meet students' specific needs.

Fiscal support (EPC)

Our intervention positions are funded through the LCFF. Title II and III funds are also provided to support our school.

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 uses data, survey responses, staff feedback and input from families in the development of our 2023-24 School Plan for Student Achievement/Annual Review and Update. Data and input was gathered pertaining to student performance, services and programs. Each year, our school staff meets to look at the results from the previous year's SBAC scores to analyze the results as well as to develop goals for the current school year. Training for staff is based on the goals developed and then grade levels collaboratively plan on instructional lessons to meet those goals. In addition, MAP data collected at the beginning of the year and mid-year is analyzed by the staff to determine instructional outcomes. These outcomes include determining which students will attend our strategic intervention daily sessions, which we call What I Need or WIN. The WIN team uses this data to determine student needs and instructional plans on how to help students achieve the desired instructional growth. Classroom teachers also use MAP data to develop instructional plans, including differentiation opportunities, to maximize student learning and to meet goals.

Our School Site Council typically meets monthly to provide input on school planning, programs, the School Safety Plan, the Single Plan for Student Achievement and to gain input on other district initiatives. As part of the yearly development of the SPSA, the School Site Council reviews our school data, including SBAC, MAP, survey data and together with staff input and district goals, collaboratively give input to develop a comprehensive Single Plan for Student Achievement.

Resource Inequities

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

The needs assessment did not identify any current resource inequities as all students with a substantial educational need have access to Intervention/WIN services, all English Learners have access to English Language Development and all students with an IEP have access to additional services based on their individual needs. Many of our socioeconomically disadvantaged students ride the bus home from school so cannot participate in any after school tutoring opportunities, as they do not have family members who can pick them up from school at a later time.

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	0.4%	0.58%	0.18%	2	3	1
African American	10.4%	10.98%	10.87%	50	57	59
Asian	6.7%	7.13%	8.47%	32	37	46
Filipino	21.3%	21.19%	22.65%	102	110	123
Hispanic/Latino	30.5%	30.64%	29.83%	146	159	162
Pacific Islander	0.8%	0.58%	0.37%	4	3	2
White	15.7%	14.26%	10.87%	75	74	59
Multiple/No Response	13.2%	13.29%	14.73%	63	69	80
Total Enrollment				479	519	543

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	86	89
Grade 1	68	64	72
Grade 2	79	74	68
Grade3	55	81	82
Grade 4	69	61	96
Grade 5	82	64	68
Grade 6	78	89	68
Total Enrollment	479	519	543

Conclusions based on this data:

1. We have had increasing enrollment over the last two years.
2. Our school is, and continues to be, a very diverse learning community.

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	26	35	30	5.4%	6.7%	5.5%
Fluent English Proficient (FEP)	25	29	43	5.2%	5.6%	7.9%

Conclusions based on this data:

1. We have a consistent number of English Learners at Center that hovers around 30 English Learners schoolwide each year.
2. Our number of Fluent English Proficient students have grown each year indicating that our English Learners are reclassifying at a higher rate each year.

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	54	82	89	0	80	87	0	80	87	0.0	97.6	97.8
Grade 4	68	63	93	0	63	90	0	63	90	0.0	100.0	96.8
Grade 5	81	66	68	0	65	68	0	65	68	0.0	98.5	100.0
Grade 6	79	92	66	0	91	64	0	91	64	0.0	98.9	97.0
All Grades	282	303	316	0	299	309	0	299	309	0.0	98.7	97.8

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		2412.	2397.		23.75	19.54		16.25	14.94		32.50	25.29		27.50	40.23
Grade 4		2458.	2438.		23.81	16.67		22.22	22.22		19.05	21.11		34.92	40.00
Grade 5		2493.	2489.		23.08	11.76		18.46	39.71		26.15	19.12		32.31	29.41
Grade 6		2530.	2520.		12.09	17.19		42.86	31.25		26.37	25.00		18.68	26.56
All Grades	N/A	N/A	N/A		20.07	16.50		26.09	25.89		26.42	22.65		27.42	34.95

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		11.25	16.09		61.25	58.62		27.50	25.29	
Grade 4		17.46	12.22		63.49	71.11		19.05	16.67	
Grade 5		16.92	17.65		64.62	63.24		18.46	19.12	
Grade 6		19.78	25.00		65.93	42.19		14.29	32.81	
All Grades		16.39	17.15		63.88	59.87		19.73	22.98	

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		15.19	10.34		55.70	44.83		29.11	44.83
Grade 4		14.29	8.89		61.90	57.78		23.81	33.33
Grade 5		20.00	17.65		56.92	63.24		23.08	19.12
Grade 6		13.19	20.31		62.64	54.69		24.18	25.00
All Grades		15.44	13.59		59.40	54.69		25.17	31.72

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25	5.75		78.75	77.01		15.00	17.24
Grade 4		15.87	7.78		69.84	80.00		14.29	12.22
Grade 5		20.00	13.24		72.31	73.53		7.69	13.24
Grade 6		20.88	9.38		72.53	79.69		6.59	10.94
All Grades		15.72	8.74		73.58	77.67		10.70	13.59

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		15.00	16.09		70.00	56.32		15.00	27.59
Grade 4		15.87	7.78		65.08	70.00		19.05	22.22
Grade 5		16.92	5.88		55.38	64.71		27.69	29.41
Grade 6		18.68	20.31		68.13	57.81		13.19	21.88
All Grades		16.72	12.30		65.22	62.46		18.06	25.24

Conclusions based on this data:

1. 31.72% of our 3-6 grade students scored below standard in writing. This was the highest percentage of below standard in all the ELA areas reported out.
2. 13.59% of our 3-6 grade students scored below standard in listening. This was the lowest percentage of below standard in all the ELA areas reported out.
3. Our overall percentage of students who did not standards in ELA dropped from 27% to 35%

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	54	82	89	0	80	89	0	80	89	0.0	97.6	100.0
Grade 4	68	63	93	0	63	91	0	63	91	0.0	100.0	97.8
Grade 5	81	66	68	0	65	68	0	65	68	0.0	98.5	100.0
Grade 6	79	92	66	0	91	64	0	91	64	0.0	98.9	97.0
All Grades	282	303	316	0	299	312	0	299	312	0.0	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2422.	2401.		16.25	11.24		25.00	16.85		28.75	37.08		30.00	34.83
Grade 4		2464.	2450.		12.70	12.09		33.33	25.27		31.75	32.97		22.22	29.67
Grade 5		2491.	2459.		21.54	8.82		15.38	13.24		30.77	30.88		32.31	47.06
Grade 6		2514.	2504.		14.29	14.06		21.98	17.19		38.46	29.69		25.27	39.06
All Grades	N/A	N/A	N/A		16.05	11.54		23.75	18.59		32.78	33.01		27.42	36.86

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		27.50	13.48		50.00	47.19		22.50	39.33
Grade 4		15.87	17.58		60.32	50.55		23.81	31.87
Grade 5		18.46	7.35		53.85	47.06		27.69	45.59
Grade 6		17.58	14.06		53.85	48.44		28.57	37.50
All Grades		20.07	13.46		54.18	48.40		25.75	38.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.50	13.48		56.25	49.44		26.25	37.08
Grade 4		22.22	12.09		46.03	58.24		31.75	29.67
Grade 5		10.77	10.29		56.92	47.06		32.31	42.65
Grade 6		9.89	15.63		61.54	50.00		28.57	34.38
All Grades		14.72	12.82		55.85	51.60		29.43	35.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00	13.48		58.75	64.04		21.25	22.47
Grade 4		19.05	16.48		52.38	50.55		28.57	32.97
Grade 5		15.38	5.88		61.54	64.71		23.08	29.41
Grade 6		12.09	14.06		64.84	60.94		23.08	25.00
All Grades		16.39	12.82		59.87	59.62		23.75	27.56

Conclusions based on this data:

1. 38.14% of our 3-6 grade students scored below standard in applying mathematical concepts and procedures. This was the highest percentage of below standard in all the Math areas reported out.
2. 27.56% of our 3-6 grade students scored below standard in Communicating Reasoning. This was the lowest percentage of below standard in all the Math areas reported out.
3. Our overall percentage of students who did not standards in Math dropped from 27% to 37%

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	*	*	*	*	*	*	*	*	*	6	9	9
1	*	*	*	*	*	*	*	*	*	7	6	6
2		*	*		*	*		*	*		5	6
3	*	*	*	*	*	*	*	*	*	4	*	5
4	*	*	*	*	*	*	*	*	*	*	4	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										22	31	35

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	35.48	11.43	36.36	9.68	31.43	22.73	25.81	45.71	9.09	29.03	11.43	22	31	35

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	41.94	31.43	36.36	19.35	37.14	4.55	16.13	28.57	13.64	22.58	2.86	22	31	35

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	19.35	0.00	22.73	16.13	20.00	31.82	12.90	48.57	22.73	51.61	31.43	22	31	35

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.91	38.71	20.00	45.45	32.26	68.57	13.64	29.03	11.43	22	31	35

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.64	51.61	54.29	27.27	35.48	45.71	9.09	12.90	0.00	22	31	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	19.35	8.57	59.09	22.58	54.29	22.73	58.06	37.14	22	31	35

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	29.03	17.14	54.55	41.94	65.71	13.64	29.03	17.14	22	31	35

Conclusions based on this data:

1. Our number of English Learners has grown in the last three years.

2. Our number of English Learners in each domain is under ten students so that data is challenging to analyze given the very small numbers of students.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
543	45.9	5.5	
Total Number of Students enrolled in Center Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	5.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	249	45.9
Students with Disabilities	49	9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	59	10.9
American Indian	1	0.2
Asian	46	8.5
Filipino	123	22.7
Hispanic	162	29.8
Two or More Races	80	14.7
Pacific Islander	2	0.4
White	59	10.9

Conclusions based on this data:

- 47% of our student population are identified as economically disadvantaged.

2. 6.7% of our student population are identified as English Learners.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the 2022 Fall California Dashboard, our academic performance in ELA and Math was low.
2. According to the 2022 Fall California Dashboard, our chronic absenteeism was very high.
3. According to the 2022 Fall California Dashboard, our suspension rate was rated medium.

School and Student Performance Data

Academic Performance English Language Arts

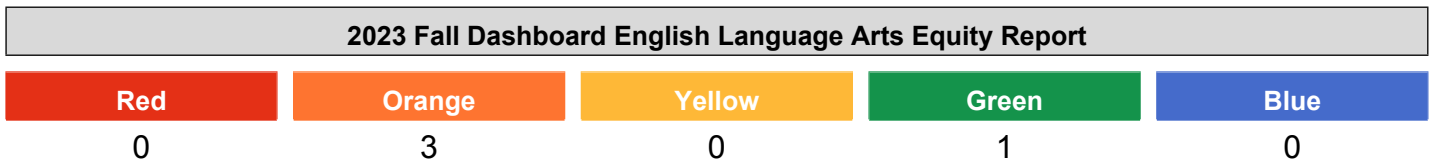
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 23.8 points below standard Decreased -14.1 points 294 Students	English Learners 63.9 points below standard Increased +4.8 points 26 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 42.8 points below standard Decreased -11 points 137 Students	Students with Disabilities 117 points below standard Decreased Significantly -23.8 points 28 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>71.3 points below standard</p> <p>Decreased Significantly -19 points</p> <p>35 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>9.1 points above standard</p> <p>Increased +10.5 points</p> <p>23 Students</p>	<p></p> <p>Green</p> <p>19.5 points above standard</p> <p>Decreased -3.9 points</p> <p>71 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>41.2 points below standard</p> <p>Decreased -14 points</p> <p>86 Students</p>	<p></p> <p>Orange</p> <p>31.8 points below standard</p> <p>Decreased Significantly - 20.1 points</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>30.6 points below standard</p> <p>Decreased Significantly - 38.4 points</p> <p>29 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>123.8 points below standard</p> <p>11 Students</p>	<p>19.9 points below standard</p> <p>Increased Significantly +17.2 points</p> <p>15 Students</p>	<p>22.4 points below standard</p> <p>Decreased Significantly -17.5 points</p> <p>253 Students</p>

Conclusions based on this data:

1. According to the 2022 Fall California Dashboard for English Language Arts Performance, our students with disabilities scored in the very low range.
2. According to the 2022 Fall California Dashboard for English Language Arts Performance, our Hispanic students, students of two or more races and economically disadvantaged students scored in the low range.
3. According to the 2022 Fall California Dashboard for English Language Arts Performance, our White students scored in the medium range and our Filipino students scored in the high range.

School and Student Performance Data

Academic Performance Mathematics

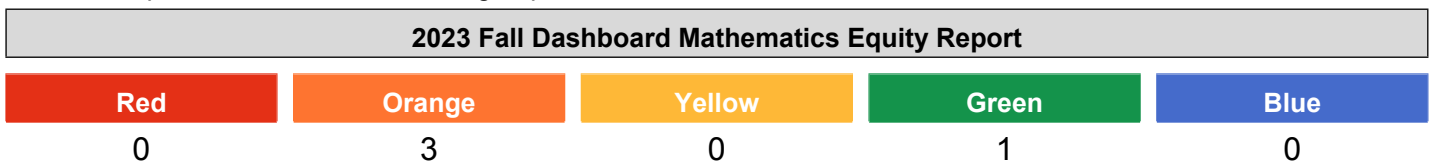
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 41.7 points below standard Decreased -14.2 points 294 Students	English Learners 79 points below standard Decreased -4.5 points 26 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 61.2 points below standard Decreased -11.5 points 137 Students	Students with Disabilities 133.3 points below standard Decreased Significantly -23.4 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>85.4 points below standard</p> <p>Decreased Significantly -21 points</p> <p>35 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>27.6 points below standard</p> <p>Decreased Significantly - 30.9 points</p> <p>23 Students</p>	<p></p> <p>Green</p> <p>9.6 points above standard</p> <p>Decreased -4.7 points</p> <p>71 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>73.6 points below standard</p> <p>Decreased -6.2 points</p> <p>86 Students</p>	<p></p> <p>Orange</p> <p>30.6 points below standard</p> <p>Decreased -13.4 points</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>52.7 points below standard</p> <p>Decreased Significantly - 44.7 points</p> <p>29 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>140.9 points below standard</p> <p>11 Students</p>	<p>33.7 points below standard</p> <p>Increased Significantly +25.5 points</p> <p>15 Students</p>	<p>39.9 points below standard</p> <p>Decreased Significantly -16.1 points</p> <p>253 Students</p>

Conclusions based on this data:

1. According to the 2022 Fall California Dashboard for Mathematics Performance, our students with disabilities scored in the very low range
2. According to the 2022 Fall California Dashboard for Mathematics Performance, our Hispanic students and economically disadvantaged students scored in the low range.
3. According to the 2022 Fall California Dashboard for Mathematics Performance, our White students and our students of two or more races scored in the medium range and our Filipino students scored in the high range.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
60.9 points above standard making progress towards English language proficiency
Number of EL Students: 23 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	5	0	14

Conclusions based on this data:

- 45% of our English Learner progressed at least one ELPI level.
- 30% of our English Learners decreased one ELPI level.
- 25% of our English Learners maintained their ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

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

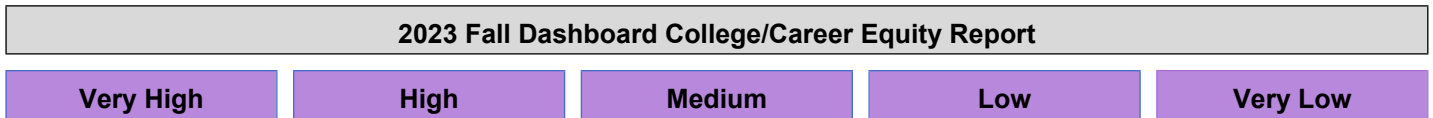
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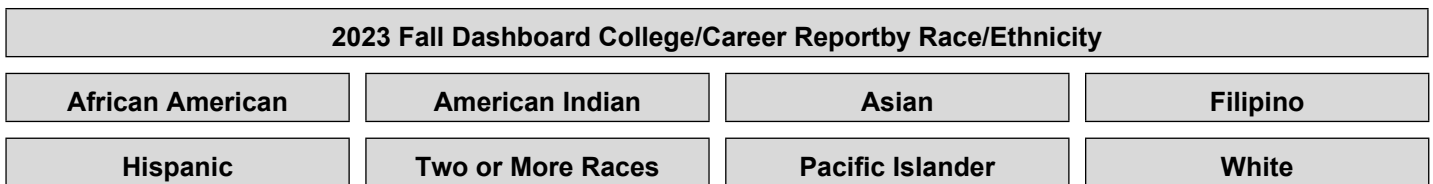
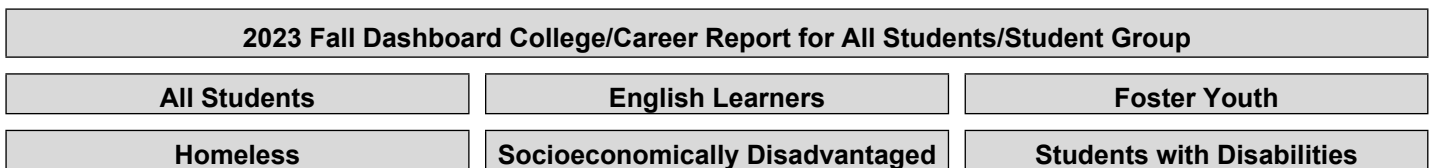
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.



Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

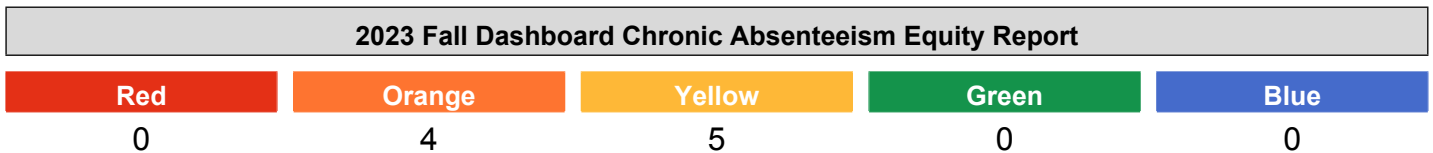
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>23% Chronically Absent</p> <p>Declined Significantly -6.8</p> <p>574 Students</p>	<p>English Learners</p> <p>Orange</p> <p>20.9% Chronically Absent</p> <p>Declined -11.6</p> <p>43 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>30.2% Chronically Absent</p> <p>Declined Significantly -6.9</p> <p>278 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>30.2% Chronically Absent</p> <p>Declined -5.2</p> <p>63 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 21.2% Chronically Absent Declined -8.6 66 Students	Less than 11 Students 1 Student	 Yellow 14.3% Chronically Absent Declined -14.7 49 Students	 Yellow 18.3% Chronically Absent Declined -6.3 126 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.5% Chronically Absent Declined Significantly -5.8 174 Students	 Orange 22.3% Chronically Absent Declined -6.6 94 Students	Less than 11 Students 2 Students	 Yellow 19.4% Chronically Absent Declined -4.7 62 Students

Conclusions based on this data:

1. According to the 2022 California Dashboard, approximately 30% of our students were considered chronically absent or missed more than 10% of the instructional days they were enrolled.
2. According to the 2022 California Dashboard, students from all subgroups were considered chronically absent at the very high range.

School and Student Performance Data

Academic Engagement Graduation Rate

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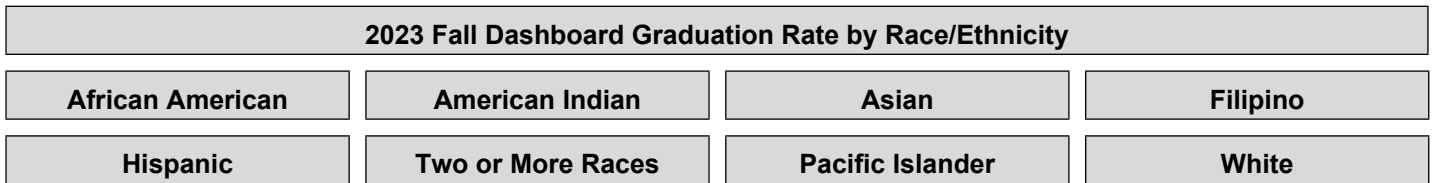
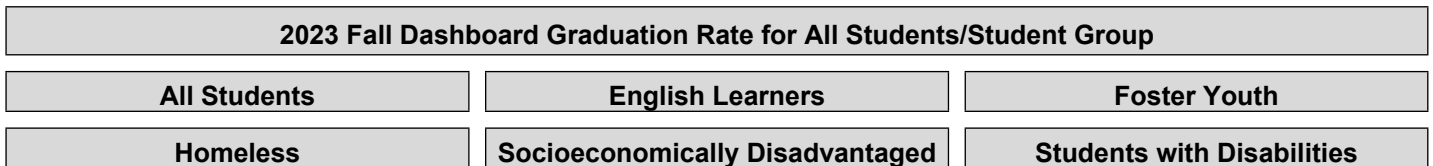
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance 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. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

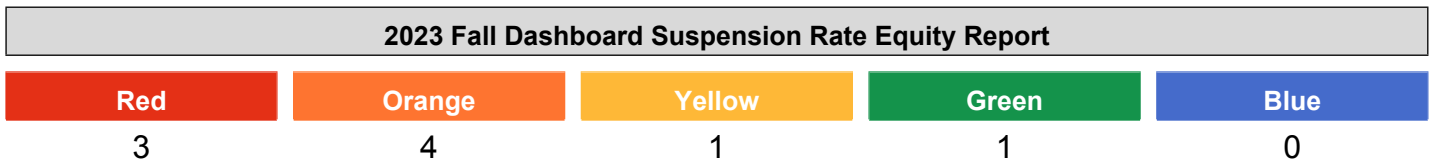
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased Significantly 2.2 586 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 2.3 43 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>5.6% suspended at least one day</p> <p>Increased Significantly 3.8 285 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>6.3% suspended at least one day</p> <p>Increased 1.9 63 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 2.9% suspended at least one day Maintained 0 69 Students	Less than 11 Students 1 Student	 Orange 4.1% suspended at least one day Increased 4.1 49 Students	 Green 0.8% suspended at least one day Maintained -0.1 128 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.4% suspended at least one day Increased 1.6 179 Students	 Red 7.4% suspended at least one day Increased 6.2 95 Students	Less than 11 Students 2 Students	 Orange 3.2% suspended at least one day Increased 3.2 63 Students

Conclusions based on this data:

1. According to the 2022 California Dashboard, 1.2% of our students were suspended for at least one day, which is in the medium range.
2. According to the 2022 California Dashboard, 4.5% of our students with disabilities were suspended for at least one day, which is in the high range range.
3. According to the 2022 California Dashboard, our economically disadvantaged students, African American, Hispanic, and students of two or more races scored in the medium range for suspension rate.

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

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 For the 2023-2024 school year, increase the percentage of students who met standard or exceeded standard in ELA CAASPP performance levels for students with disabilities from 13.3% to 18% and increase the percentage of students who met standard or exceeded standard in Math CAASPP performance levels for students with disabilities from 12% to 17%.

1B For the 2023-2024 school year, increase the percentage of students who met standard or exceeded standard in ELA CAASPP performance levels for African American students from 30.5% to 36% and increase the percentage of students who met standard or exceeded standard in Math CAASPP performance levels for African American students from 22.8% to 28%.

1C For the 2023-2024 school year, increase the percentage of students who met nearly met standard in ELA CAASPP performance levels for English Learners from 9.1% to 15% and increase the percentage of students who met nearly met standard in Math CAASPP performance levels for English Learners from 25% to 30%.

Identified Need

Based on 2022 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups: students with disabilities, African American students, Asian American students and English Learners. Both our teaching staff and administration staff monitor student performance using multiple measures. We identified the need the improvement continuously and collaborate with appropriate strategies to achieve these improvements for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Provide English Language Arts Differentiated Instruction in order to meet the needs of all students.

Strategy/Activity

Create a master schedule that provides a daily 30 minute block of time for English Language Arts What I Need (WIN) in each grade level, except 6th grade. WIN will be a time in which differentiated instruction will be provided for all students. Students that need significant additional support will be

served in our Intervention program which will provide small group differentiated instruction. Special Education students will receive small group SAI in the Learning Center during this time. All other students will receive differentiated instruction in either their classroom or a leveled grade level classroom during WIN time. This holds true for those students needing either remedial extra support or students needing extension activities.

Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to analyze data in order to provide differentiated instruction in order to meet the needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide Mathematics Differentiated Instruction in order to meet the needs of all students.

Strategy/Activity

Create a master schedule that provides a daily 30 minute block of time for Mathematics What I Need (WIN) in grades 2-6. WIN will be a time in which differentiated instruction will be provided for all students. Students that need significant additional support will be served in our Intervention program which will provide small group differentiated instruction. Special Education students will receive small group SAI in the Learning Center during this time. All other students will receive differentiated instruction in either their classroom or a leveled grade level classroom during WIN time. This holds true for those students needing either remedial extra support or students needing extension activities.

Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to analyze data in order to provide differentiated instruction in order to meet the needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year of goal.

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

This is our first year of goal.

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

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Socio-Emotional Wellness

LEA/LCAP Goal

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 For the 2023-2024 school year, decrease the percentage of students who were suspended at least one day from 3.4% to 2.5%.

2B For the 2023-2024 school year, decrease the percentage of students who were identified as chronically absent from 23% to 18%.

Identified Need

Based on 2022 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups: students with disabilities, African American students, Asian American students and English Learners. Both our teaching staff and administration staff monitor student performance using multiple measures. We identified the need the improvement continuously and collaborate with appropriate strategies to achieve these improvements for students.

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)

Center Elementary School will continue to implement Positive Behavior Intervention and Supports (PBIS) and provide weekly Socio-Emotional Learning lessons to increase positive behavior and decrease suspensions.

Strategy/Activity

Provide additional training for all school staff related to PBIS, classroom management, and responding to behavioral challenges. Center Elementary purchased the Spot of Feelings social-emotional curriculum for grades TK-2 to supplement the current Second Step curriculum available TK-6.

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)

Center Elementary school will continue to implement Playworks to increase positive behavior and decrease bullying.

Strategy/Activity

Playworks implementation, including "Recess Reboot"

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Center Elementary will monitor students attendance and provide interventions to decrease student absences, including decreasing the rate of chronically absent students.

Strategy/Activity

Center Elementary will continue to provide Student Attendance Review Team (SART) meetings for the families of students who have excessive absences. If SART meetings are unsuccessful at decreasing student absences, families will be referred to the District Student Attendance Review Board (SARB).

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year of goal.

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

This is the first year of goal.

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

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

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 Increase parent involvement/volunteering during school or at school and PTA events an additional 5% based on CERVIS software.

Identified Need

Communication (teacher and school), PTA, ParentSquare, SSC, ELAC, Surveys, Parent University, WatchDogs, Parent Volunteers, Parent Teacher Conferences, Family/Parent Nights like Science Night.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Use multiple methods of school-home communication such as: Aeries Communication via class, school and district messages, PTA, ParentSquare direct messages, School Site Council (SSC), ELAC, Surveys, Parent University, WatchDogs, Parent Volunteers, Parent Teacher Conferences, and Family/Parent Nights like Science Night.

Strategy/Activity

Continue to involve School Site Councils in the analysis of data and the development of district and school plans, including the Site School Safety Plan, the LCAP and the Single Plan for Student Achievement (SPSA)

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Continue to encourage parents/families to volunteer in classrooms and during school events.

Strategy/Activity

Use CERVIS software to track volunteer hours and background clearances

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Continue to encourage dads, grandfathers and uncles to volunteer their time at school.

Strategy/Activity

Continue Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year of goal.

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

This is the first year of goal.

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

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Basic Services

LEA/LCAP Goal

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 Collaboration with Facilities to identify needs and solutions for additional spaces for classroom and site needs as our population increases. In addition, we are collaborating with Educational Services for additional technology resources.

Identified Need

Center is working with the District Office to determine additional spaces for classroom and site needs. In addition, we are working with Educational Services for additional technology resources.

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.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year of goal.

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

This is the first year of goal.

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

This is the first year of goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

5A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	\$

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 (\$)
-------------------------	-----------------

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

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

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	15147.00	15,147.00

Expenditures by Funding Source

Funding Source	Amount
----------------	--------

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

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

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

Name of Members	Role
Tanya LaBass	Principal
Mechele Newell	Classroom Teacher
Diane Williams	Classroom Teacher
Erika Fisher	Classroom Teacher
Carissa Cook	Other School Staff
Angelica Vega	Parent or Community Member
Nelson Martinez	Parent or Community Member
Kenisha Frieson	Parent or Community Member
Anna Johnson	Parent or Community Member
Lisa Marie James	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Jan. 23, 2024.

Attested:

Principal, Tanya LaBass on Jan. 23, 2024

SSC Chairperson, Tanya LaBass on Jan. 23, 2024

Instructions

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