



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
Scandia Elementary School	48-70565-6068290	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 Students with Disabilities (SWD) & our Multiple ethnicity student group is in ATSI status.

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

All indicators at the lowest status level; or

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

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

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school has given surveys about 6th grade reconfiguration, district-wide surveys, staff surveys on the LCAP and spring surveys such as the DODEA grant. Surveys are given to students, staff, parents and focus groups as appropriate to get feedback to inform site and operational need. Our school uses a variety of surveys to achieve stakeholder input regarding the school experience, safety, communication, and our overall school climate. Results from these surveys are analyzed by our School Site Councils as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement. Trends from the surveys that informed this Single Plan for Student Achievement were that we needed to be responsive and flexible in utilizing particular strategies/actions after returning from a pandemic in that social-emotional needs have risen due to the pandemic, as well as hold discussions of high-leverage actions to mitigate learning loss. These findings drove conversations about actions and 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.

Classroom observations are conducted informally and formally on a daily basis. Administration also observes classified staff on an on-going basis yearly. Teachers are evaluated every other year and by a 5-year cycle depending on their level of tenure and highly qualified teachers that have met or exceeded all of the California Standards for the Teaching Profession (CSTP) standards 1-5 as follows: 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 and Assessing Students for Learning. Site and District Administrators are in and out of classrooms on a regular basis.

Site and District Administrators are in and out of classrooms on a daily basis. These informal walkthroughs provide an ongoing glimpse into day-to-day instructional practices, learning, student engagement, and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer-to-peer support. In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance, and discuss areas of strength and focus areas. Teacher evaluation areas of focus are: Instruction, Planning and Preparation, Classroom Environment, and Professional Responsibilities. As a school, areas of focus for instruction, learning, and culture are student engagement and using our PBIS Tiered structures to support a positive culture of learning. These areas of schoolwide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by schoolwide data.

As a school, areas of focus for instruction, learning and culture are alignment and fidelity of essential expectations in adopted curriculum (ELA, Math, SEL, PBIS, etc) and best, first instruction, protected SEL time and focus on Inclusion. Multi-Tiered System of Support of how educators can work together to ensure equitable access and opportunity for all students to achieve Common Core State Standards. These areas of schoolwide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by schoolwide data.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, grades ,SBAC/NWEA, 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 the root causes for our performance in these areas and then utilize evidence-based practices to support our students' success .Our District implemented a data management system, Aeries, to support all administrators and teachers in using data to improve student outcomes. Ongoing training will be provided so that all staff have the technical skills along with the data inquiry knowledge to access and use data to drive instruction and meet students' academic needs.

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

For students “not meeting” performance goals in either ELA, Math, Attendance, or Suspension, site-level teams will initiate a process to identify the cause and determine appropriate interventions and supports to facilitate students reaching their academic goals. Ongoing monitoring of student progress toward these goals occurs in a variety of ways including, but not limited to observations, interviews, assessments, and/or anecdotal notes. Progress monitoring records will be reviewed routinely as a school site team to ensure that students are continuing to make progress and determine if changes need to be made to student goals. In addition to our two staff development days, all teachers are provided with LCAP Content Collaboration Days throughout the year. The purpose of these days is to provide time for grade levels and/teams to work together on content-specific topics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of December 12, 2023 Scandia Elementary School has 23 fully credentialed teachers. We meet all the requirements for employing highly qualified staff.

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

All of our credentialed teaching positions in TUSD are filled. We provide staff development for all TUSD credentialed staff each year. Typically these days offer some mandatory sessions along with choice sessions. The topics for the sessions vary based on site and district needs as identified by data collected or teacher needs and interests especially when new technology or curriculum is being implemented. Additionally, participation in various equity training modules and Restorative Justice occurred and voluntary additional opportunities were also offered by TUSD. 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 toward lowering our suspension and chronic absenteeism rates across the District.

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

All staff development is based on student performance needs as well as professional goals. Teachers often have choice sessions during additional professional development trainings offered throughout the school year. The choices are culled from teacher input on previous professional learning surveys, LCAP surveys, and other feedback collected from teachers and administrators. TUSD currently has a Math TOSA and ELD Consultant that offer professional development opportunities, coaching and mentoring.

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

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

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

Teachers in grades TK-8 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 data and feedback from grade levels through the utilization of Leadership teams. Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many duties required of the site level leadership teams. Other staff trainings are offered one Wednesday a month to help support site goals to ensure appropriate targeted instruction, interventions and student progress and achievement with academic and social-emotional learning growth. Our school will assist new students entering kindergarten in the successful transition from early childhood programs to the school by having a kindergarten orientation before the school year begins, consultation with early childhood staff, and progress monitoring. Principals also attend TK and 6th grade IEPs to assist in transition from one school to another.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

All teachers provide opportunities for differentiated instruction throughout the school day. For instance, students participate in book clubs, independent reading and small group reading instruction at their level. Levels are monitored frequently and children change levels as needed. In addition, the curriculum materials used in the classrooms have resources to support students who are struggling, learning English or who have already mastered the content. Teachers also use supplemental materials to provide instruction, such as Imagine Learning, Moby Max, Math MAPS Accelerator, etc.

Intervention teachers pull small groups of students who need extra time and support in reading in the primary grades. Intervention aides work alongside the intervention teachers to provide additional support to students. These groups are monitored and students are exited as soon as they meet delineated criteria. Students and teachers have access to supplementary materials and online programs in the classroom that are designed to provide extra support and practice to meet each child's needs. Students also have access to online reading programs at home that targets students' instructional levels. Teachers are able to monitor student progress and adjust levels as appropriate.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

Parents, teachers and other school personnel meet through a variety of teams at the school and District level to review data and school programs. Launchpad Apps and Parent University classes provides intervention support for our students and families who are struggling. The teams will review data yearly and evaluate the effectiveness of the program. Our scores on the state test, CAASPP, NWEA MAP, ESGI and other multiple measures for our student groups, will indicates that this earlier intervention model is working. The School Site Council oversees the development of the School Plan for Student Achievement and ensures that it is in alignment with the District Local Control Accountability Plan (LCAP,) which also serves as our District's Strategic Plan.

Funding

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

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

Fiscal support (EPC)

Our 100% FTE intervention position and TOSA/ Intervention and Student Support Specialist positions are funded by LCAP funding sources. Also, Title II and III funds are 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 staff holds meetings including Site, Leadership Team, Staff Development, School Site Council, Achievement, District Curriculum Council, District Safety, Strategic Planning, LCAP Focus Groups, Reorganization Community Partner Meetings, Equity Alliance Team,, Budget Advisory Group, Facilities Advisory Committee, Scandia PTA and other community partner meetings or input structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2023-24 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders. Our school also used electronic surveys or observation data to ensure that the stakeholder engagement process was inclusive. Data was gathered pertaining to student performance, actions, services and programs. School staff collected responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey. Structure of the SPSA input meetings :Each presentation will begin with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used, and the current goals and actions. Local benchmark/grade data and state data will be reviewed and highlights from this data are discussed. Participants are then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback is collected electronically or in person.

Data collection process: All data will be documented and included information from all stakeholder groups. The School Site Council, a group of staff, parents and administrators from across the school, and the school leadership/department chair teams met to review the data and the initial themes that emerged. Prioritization and ranking of the data collected: Following all the stakeholder engagement input sessions, different staff and parent groups will rank the priorities for each goal. This information will be shared with the School Site Council for review and adoption. The School Plan for Student Achievement will be reviewed and updated annually by site administration and staff, members of the School Site Council and other community partners at Staff, Leadership Team and School Site Council meetings. The final SPSA will be reviewed by District Administration on January 9, 2024 with District Board approval scheduled on February 6, 2024.

Resource Inequities

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

We are currently identifying and reviewing additional ways to serve our students in math and ELA during the school day beyond pull out and push in programs intervention groups, special education learning supports, English Language Development instruction and tutor.com usage specifically our students with disabilities, multi-ethnic students and African American students to ensure students have access to specific resources to close the achievement gap. In addition we are reviewing data from our CICO, Playworks program, Anchored4Life, MFLC support and Wellness Center usage at Scandia to make sure our students are receiving SEL instruction and supports in the most effective manner.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	11.8%	11.65%	11.04%	53	53	53
Asian	0.5%	0.22%	1.04%	2	1	5
Filipino	3.8%	4.40%	4.79%	17	20	23
Hispanic/Latino	24.6%	24.62%	26.46%	110	112	127
Pacific Islander	1.6%	0.66%	0.83%	7	3	4
White	43.1%	43.30%	38.13%	193	197	183
Multiple/No Response	12.5%	12.75%	15.21%	56	58	73
Total Enrollment				448	455	480

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	67	70
Grade 1	66	69	79
Grade 2	77	62	73
Grade3	65	79	70
Grade 4	71	58	70
Grade 5	56	64	57
Grade 6	48	56	61
Total Enrollment	448	455	480

Conclusions based on this data:

1. There is a slight increase in enrollment from 2020-2023.
2. There is a slight increase in Asian, Hispanic/Latino and Filipino students from years 2020-2023. There is a slight increase of two or more races from 2020 to 2023 at Scandia.
3. Enrollment from 2020-2023, there has been a significant increase in grades 4 and 5 over the past three years, in many cases these two grade levels have been impacted, resulting in students being transferred to other schools within the district.

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	8	11	14	1.8%	2.4%	2.9%
Fluent English Proficient (FEP)	3	7	14	0.7%	1.5%	2.9%

Conclusions based on this data:

1. Scandia Elementary School has a small population of English Language Learners. The number of students have grown from 1.8% in 20-21 to 2.9% in 22-23 school years.
2. There is a trend that there is slight increase each year for the Fluent English Proficient student groups. The FEP percentage has increased from 0.7% in 20-21 to 2.9% in 22-23.
3. The RFEP data is missing.

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	66	84	69	0	80	67	0	80	67	0.0	95.2	97.1
Grade 4	68	66	68	0	65	67	0	65	67	0.0	98.5	98.5
Grade 5	52	65	56	0	62	53	0	62	53	0.0	95.4	94.6
Grade 6	49	57	62	0	57	62	0	57	62	0.0	100.0	100.0
All Grades	235	272	255	0	264	249	0	264	249	0.0	97.1	97.6

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		2401.	2389.		12.50	8.96		33.75	17.91		23.75	35.82		30.00	37.31
Grade 4		2471.	2452.		24.62	17.91		24.62	25.37		27.69	22.39		23.08	34.33
Grade 5		2517.	2526.		30.65	30.19		24.19	33.96		20.97	16.98		24.19	18.87
Grade 6		2526.	2523.		19.30	9.68		29.82	37.10		29.82	35.48		21.05	17.74
All Grades	N/A	N/A	N/A		21.21	16.06		28.41	28.11		25.38	28.11		25.00	27.71

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		12.50	8.96		67.50	67.16		20.00	23.88
Grade 4		20.00	16.42		66.15	65.67		13.85	17.91
Grade 5		24.19	22.64		64.52	67.92		11.29	9.43
Grade 6		22.81	12.90		52.63	64.52		24.56	22.58
All Grades		19.32	14.86		63.26	66.27		17.42	18.88

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		6.25	4.48		61.25	53.73		32.50	41.79
Grade 4		16.92	10.45		66.15	55.22		16.92	34.33
Grade 5		24.19	28.30		48.39	50.94		27.42	20.75
Grade 6		17.54	9.68		50.88	62.90		31.58	27.42
All Grades		15.53	12.45		57.20	55.82		27.27	31.73

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		12.50	11.94		71.25	65.67		16.25	22.39
Grade 4		12.31	11.94		76.92	76.12		10.77	11.94
Grade 5		19.35	13.21		77.42	77.36		3.23	9.43
Grade 6		12.28	9.68		75.44	85.48		12.28	4.84
All Grades		14.02	11.65		75.00	75.90		10.98	12.45

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		11.25	4.48		67.50	74.63		21.25	20.90
Grade 4		12.31	10.45		73.85	73.13		13.85	16.42
Grade 5		19.35	26.42		64.52	60.38		16.13	13.21
Grade 6		21.05	11.29		68.42	77.42		10.53	11.29
All Grades		15.53	12.45		68.56	71.89		15.91	15.66

Conclusions based on this data:

1. Overall student participation rate for all students tested increased from 97% in 2021-2022 to 97.6% in 2022-2023.
2. Third grade overall achievement for all students significantly increased for % standard nearly met by 12.1% or not met by 7.31%, this is a grade level in need of improvement.
3. In grades three there was an increase of 9.2% and in grade four there was an increase 17.41% of students in the below standard in producing clear and purposeful writing from 2021-2022 to the 2022-2023 school years.

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	66	84	69	0	79	67	0	79	67	0.0	94.0	97.1
Grade 4	68	66	68	0	63	64	0	63	64	0.0	95.5	94.1
Grade 5	52	65	56	0	62	53	0	62	53	0.0	95.4	94.6
Grade 6	49	57	62	0	56	62	0	56	62	0.0	98.2	100.0
All Grades	235	272	255	0	260	246	0	260	246	0.0	95.6	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2405.		2.53	7.46		37.97	29.85		27.85	29.85		31.65	32.84
Grade 4		2480.	2467.		17.46	15.63		33.33	29.69		33.33	31.25		15.87	23.44
Grade 5		2485.	2490.		14.52	13.21		16.13	22.64		29.03	32.08		40.32	32.08
Grade 6		2519.	2533.		10.71	20.97		28.57	24.19		33.93	30.65		26.79	24.19
All Grades	N/A	N/A	N/A		10.77	14.23		29.62	26.83		30.77	30.89		28.85	28.05

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		6.33	16.42		65.82	53.73		27.85	29.85
Grade 4		28.57	21.88		52.38	50.00		19.05	28.13
Grade 5		11.29	7.55		58.06	58.49		30.65	33.96
Grade 6		17.86	25.81		55.36	51.61		26.79	22.58
All Grades		15.38	18.29		58.46	53.25		26.15	28.46

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		15.19	11.94		56.96	52.24		27.85	35.82
Grade 4		20.63	20.31		63.49	50.00		15.87	29.69
Grade 5		16.13	9.43		43.55	69.81		40.32	20.75
Grade 6		10.71	19.35		60.71	53.23		28.57	27.42
All Grades		15.77	15.45		56.15	55.69		28.08	28.86

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		11.39	10.45		65.82	64.18		22.78	25.37
Grade 4		17.46	14.06		66.67	65.63		15.87	20.31
Grade 5		8.06	11.32		74.19	66.04		17.74	22.64
Grade 6		3.57	11.29		71.43	66.13		25.00	22.58
All Grades		10.38	11.79		69.23	65.45		20.38	22.76

Conclusions based on this data:

1. In sixth grade overall achievement of all students exceeding standards increased by 10% from 2021-2022 to 2022-2023 school years.
2. Grade three increased applying mathematical concepts and procedures increased by 10% in above standards from 2021-2022 to 2022-2023.
3. There was an increase of 2.38% in all grades in below standard communicating reasoning and demonstrating ability to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	*	*	*	*	*	*	*	*	*	4	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*		*	*		*	*		*	*	0	4	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*		*	*		*	*		*	*	0	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades											10	8	14

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	*	*	21.43	*	*	64.29	*	*	7.14	*	*	7.14	*	*	14

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	*	*	28.57	*	*	35.71	*	*	28.57	*	*	7.14	*	*	14

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	*	*	21.43	*	*	50.00	*	*	21.43	*	*	7.14	*	*	14

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	*	*	14.29	*	*	85.71	*	*	0.00	*	*	14	

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	*	*	28.57	*	*	64.29	*	*	7.14	*	*	14

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	*	*	42.86	*	*	50.00	*	*	7.14	*	*	14

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	*	*	35.71	*	*	64.29	*	*	0.00	*	*	14

Conclusions based on this data:

1. There were a total of 14 students tested in 2022-2023 based on the data presented.

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
480	55.2	2.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Scandia Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	265	55.2
Students with Disabilities	79	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	53	11
Asian	5	1
Filipino	23	4.8
Hispanic	127	26.5
Two or More Races	73	15.2
Pacific Islander	4	0.8
White	183	38.1

Conclusions based on this data:

- Scandia's total enrollment in 2022-2023 was 480 students with 55.2% socioeconomically disadvantaged, 16.5% students with disabilities, 2.9% English Learners and 0% of Foster Youth and homeless students.

2. Scandia's enrollment by race and ethnicity is 11% African American, 1% Asian, 4.8% Filipino, 26.5% Hispanic, 15.2% Two or More Races, 0.8% Pacific Islander and 38.1% white students in 2022-2023 school year.
3. Scandia did not have any foster youth or homeless students reported in the 2022-2023 school year.

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  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. Based on the Academic Performance dashboard data presented there is low performance indicated in English Language Arts and low-average performance in mathematics for 2022-2023.
2. Based on the Academic Engagement dashboard data presented there is low-average performance in chronic absenteeism for 2022-2023, but graduation rate is not a concern.

3. Based on the Conditions and Climate dashboard data presented there is low-average performance in suspension rate for 2022-2023.

School and Student Performance Data

Academic Performance English Language Arts

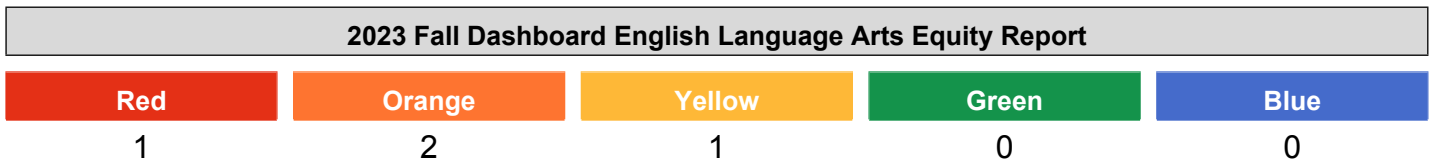
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This section provides number of student groups in each level.



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 12.5 points below standard Decreased -5.9 points 231 Students	English Learners Less than 11 Students 9 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 26.3 points below standard Decreased -9.7 points 124 Students	Students with Disabilities Red 83.5 points below standard Decreased -5.5 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>30.7 points below standard</p> <p>Decreased -7 points</p> <p>30 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>45.4 points below standard</p> <p>Decreased Significantly - 32.8 points</p> <p>15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>27.5 points below standard</p> <p>Decreased -15 points</p> <p>61 Students</p>	<p>2.2 points above standard</p> <p>Decreased -5.3 points</p> <p>32 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Yellow</p> <p>0.1 points above standard</p> <p>Maintained +0.7 points</p> <p>86 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>12.5 points below standard</p> <p>Decreased -4.8 points</p> <p>216 Students</p>

Conclusions based on this data:

- 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group: Students with Disabilities, 83.5 points below standard -- area of concern, 42 Students
- 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity African American; 30.7 points below standard 30 Students, area of concern.
- 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity Two or More Races, 2.2 points above standard, decreased by -5.3points, 32 Students.

School and Student Performance Data

Academic Performance Mathematics

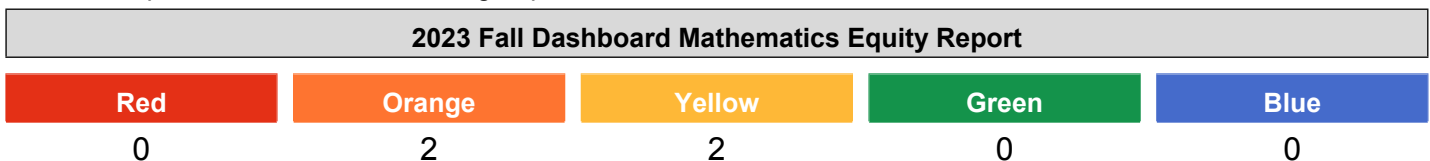
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This section provides number of student groups in each level.



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 Yellow 24.9 points below standard Maintained +1.5 points 228 Students	English Learners Less than 11 Students 9 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 36.7 points below standard Decreased -8.5 points 123 Students	Students with Disabilities Orange 95 points below standard Decreased Significantly -19.4 points 42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>68.1 points below standard</p> <p>Decreased -9.8 points</p> <p>30 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>58.9 points below standard</p> <p>Decreased Significantly -16 points</p> <p>15 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>26.5 points below standard</p> <p>Increased +6.3 points</p> <p>61 Students</p>	<p>1.6 points above standard</p> <p>Increased +5.4 points</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Yellow</p> <p>17.7 points below standard</p> <p>Maintained +0.4 points</p> <p>84 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>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>24.6 points below standard</p> <p>Maintained +2.2 points</p> <p>213 Students</p>

Conclusions based on this data:

- 2023 Fall Dashboard Math Performance for All Students/Student Group: Students with Disabilities, 95 points below standard area of concern, decreased -19.4 points, 42 Students
- 2023 Fall Dashboard Math Performance by Race/Ethnicity African American; 68.1 points below standard, decreased -9.8 points, 30 Students, area of concern.
- 2023 Fall Dashboard Math Performance by Race/Ethnicity Two or More Races, 1.6 points above standard, increased by +5.4 points, 31 Students.

School and Student Performance Data

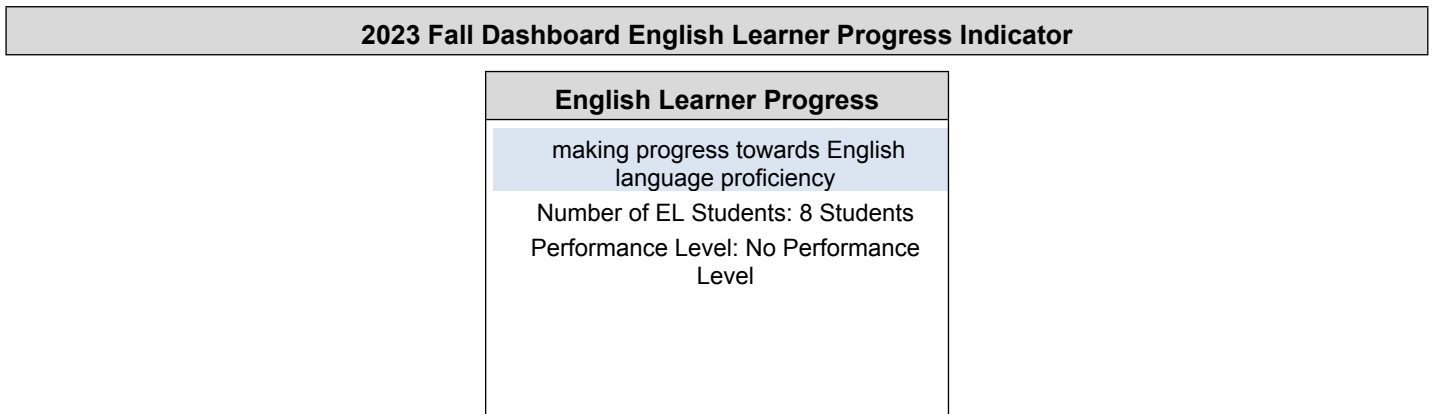
Academic Performance English Learner Progress

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.

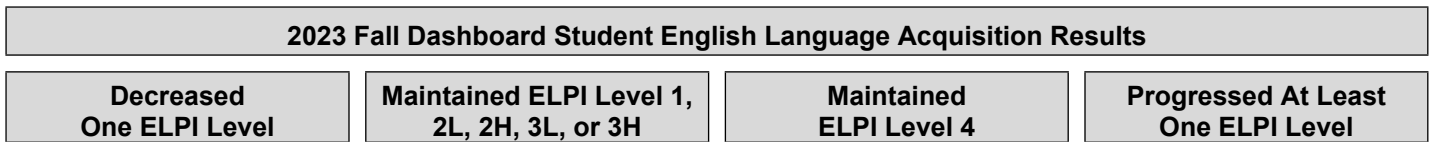
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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



Conclusions based on this data:

1. Fall 2023 Dashboard English Learner Progress Indicator data shows 8 students at Scandia were EL students, no performance levels are indicated on dashboard.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

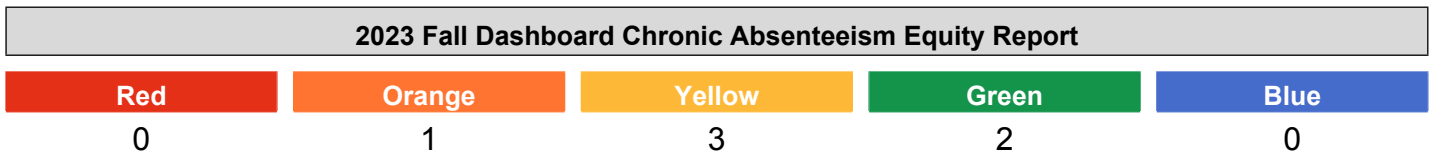
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>11.6% Chronically Absent</p> <p>Declined Significantly -13.6</p> <p>528 Students</p>	<p>English Learners</p> <p>12.5% Chronically Absent</p> <p>Declined -45.8</p> <p>16 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>13.9% Chronically Absent</p> <p>Declined Significantly -16.5</p> <p>295 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>24.7% Chronically Absent</p> <p>Declined -6.5</p> <p>93 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 3.5% Chronically Absent Declined -15.1 57 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	16.7% Chronically Absent Increased 7.6 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15% Chronically Absent Declined -17.5 140 Students	 Yellow 13.1% Chronically Absent Declined -11 99 Students	Less than 11 Students 4 Students	 Green 9.5% Chronically Absent Declined Significantly -14 199 Students

Conclusions based on this data:

- 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group, Students with Disabilities, 24.7% Chronically Absent, Declined -6.5, 93 students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2022-2023 school chronic absenteeism for Scandia was 25.6% (20 students) for students with disabilities.
- 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, Two or More Races, 13.1% Chronically Absent, Declined -11, 99 Students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2022-2023 school chronic absenteeism for Scandia was 10.7% (8 students) for students who are multi-ethnic two or more races.
- 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, African American 3.5% Chronically Absent, Declined -15.1, 57 Students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2022-2023 school chronic absenteeism for Scandia was 3.5% (2 students) for students who are African American.

School and Student Performance Data

Conditions & Climate Suspension Rate

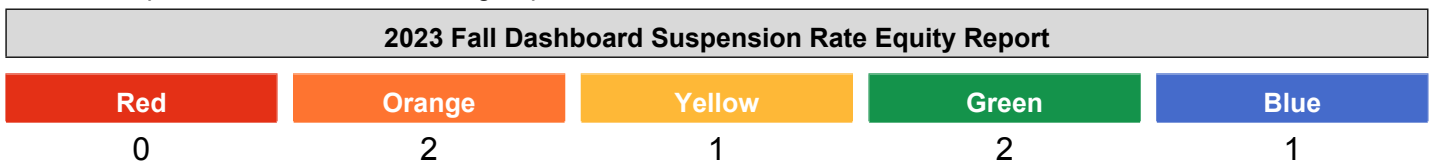
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained -0.2 554 Students</p>	<p>English Learners</p> <p>6.3% suspended at least one day</p> <p>Declined -2.1 16 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.6 304 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.1% suspended at least one day</p> <p>Declined -2.1 97 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -1.6 63 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	0% suspended at least one day Maintained 0 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2% suspended at least one day Declined -0.3 147 Students	 Orange 2.9% suspended at least one day Increased 1.7 103 Students	Less than 11 Students 5 Students	 Green 1% suspended at least one day Declined -0.7 207 Students

Conclusions based on this data:

1. 2023 Fall Dashboard Suspension Rate for all students All Students/Student Group, Students with Disabilities, 4.1% Suspension Rate at least one day suspension, Declined -2.1. This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. According to Aeries Analytics 2022-2023 school suspension rates for students with disabilities the data collected showed two students with disabilities that were suspended for 3-9 days and one student with disabilities that was suspended for at least two days. The data was an increase based on the number of frequent suspensions the same student with multiple numbers of suspensions for students with disabilities.
2. 2023 Fall Dashboard Suspension Rate by Race/Ethnicity 2023 Suspension Rate for multi-ethnic students with two or more races, 2.9% Suspension Rate at least one day suspension, Increased 1.7. 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. According to Aeries Analytics 2022-2023 school suspension rates for two students that are multi-ethnic with two or more races and are also students with disabilities were suspended for 3-9 days and one student who was multi-ethnic with two or more races was suspended for one day. The data was an increase based on the number of frequent suspensions the same students with multiple numbers of suspensions for multi-ethnic students with two or more races, also were students with disabilities, captured in the first conclusion recorded above..
3. 2023 Fall Dashboard Suspension Rate for all students All Students/Student Group, Socioeconomically Disadvantaged students 1.3% suspended at least one day with an increase of 0.6. Based on Aeries Analytics 2022-2023, there was a greater number of students with disabilities, multi-ethnic two or more races recorded (16 students with 1-2 referrals and 1 student with 3-6 discipline referrals) and African American black students (17 students with 1-2 referrals, 5 students with 3-6 referrals) students that were identified with having higher numbers of discipline referrals recorded in Aeries. Discipline Number by School - (Scandia Elem in 10 or More Discipline Referrals with students with disabilities - 3 students, Scandia Elem in 6-9 Discipline Referrals one student with disabilities, Scandia Elem there were 2 students with disabilities that had 3-6 Discipline Referrals, and 19 students with disabilities had 1-2 discipline referrals.) This is a significant need to improve these discipline referrals and offer other restorative practices and staff training to de-escalate incidents and support students and staff in this area of growth needed.

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 proficient or advanced in ELA CAASPP performance level for students with disabilities from 11.9% to 18.9%.

1B For the 2023-2024 school year, increase the percentage of students proficient or advanced in Math CAASPP performance level for students with disabilities from 23.8% to 30.8%.

1C For the 2023-2024 school year, increase the percentage of students proficient or advanced in ELA CAASPP performance level for students with more than two races multi-ethnic from 51.5% to 58.5%.

1D For the 2023-2024 school year, increase the percentage of students proficient or advanced in Math CAASPP performance level for students with more than two races multi-ethnic from 51.5% to 58.5%.

Identified Need

Based on 2023 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups students with disabilities and Multi-ethnic students. Both our teaching staff and school administration monitor student performance using multiple measures. We identified the need for improvement continuously and collaborate on 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)

English Language Arts All students, plus the following student groups:

- *Students with disabilities
- *Multi-ethnic students with 2 or more races
- *African American students

Strategy/Activity

Curriculum Instruction:

*Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom.

* Focus on teaching essential standards and assess weekly using district-adopted curriculum daily

* Create weekly opportunities to include lessons that mirror CAASPP structures and language in daily teaching and learning and use CAASPP practice supports monthly (ie - IABs/performance tasks) as it aligns with curriculum pacing

* Daily spiral review of high impact essential standards or necessary building blocks

Intervention

* Teach small groups 4-5 times per week with target students

*Progress Monitoring: Use local assessment data (NWEA, ESGI) at each administration to identify target students and areas of reteaching

*Embedded or ongoing supports and Tech integration Supplemental support curriculum and materials as available. RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2,3)

*Intervention support staff (ie - Intervention teachers, reading tutors/IAs)

*Increase family engagement & Parent Education with Launchpad Parent University & School-wide Home School Connection Literacy Nights

Professional Development

* Participate in professional development opportunities offered at the site and district level that may include (curriculum and instructional practices)

* Site leadership and grade level teams meet at least monthly to analyze student progress and create a growth plan

*Leverage site teams to support above actions/strategies (grade levels vertical and horizontal), staff meetings, leadership, etc.

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)

197,694

Source(s)

2 Intervention Teachers, 4 Instructional Assistants for Targeted Intervention
SGF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Math

*Students with disabilities

*Multi-ethnic students with 2 or more races

*African American students

Strategy/Activity

Curriculum Instruction:

- *Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom.
- * Focus on teaching essential standards and assess weekly using district-adopted curriculum daily
- * Create weekly opportunities to include lessons that mirror CAASPP structures and language in daily teaching and learning and use CAASPP practice supports monthly (ie - IABs/performance tasks) as it aligns with curriculum pacing
- * Daily spiral review of high impact essential standards or necessary building blocks

Intervention

- * Teach small groups 4-5 times per week with target students
 - *Progress Monitoring: Use local assessment data (NWEA, ESGI) at each administration to identify target students and areas of reteaching
 - *Embedded or ongoing supports and Tech integration Supplemental support curriculum and materials as available. RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2,3)
- Intervention support staff (1e - Intervention teachers, reading tutors/IAs)
Increase family engagement & Parent Education with Launchpad Parent University & School-wide Home School Connection Math Nights

Professional Development

- * Participate in professional development opportunities offered at the site and district level that may include (curriculum and instructional practices)
- * Site leadership and grade level teams meet at least monthly to analyze student progress and create a growth plan
- *Leverage site teams to support above actions/strategies (grade levels vertical and horizontal), staff meetings, leadership, etc.

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)

ESGI (District)
Benchmark Assessor Live
(District)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

6,375	Imagine Learning K-6 \$6,375 for each elementary school
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

3,910	Scholastic News
4,285	Studies Weekly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.3.01 Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Center students who use replacement curriculum below grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.3.03 Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to establish instructional priorities, appropriately place students, and monitor student progress and achievement

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)

[Empty box for Amount(s)]

No Cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.6.01

- Facilitate teacher collaboration on instructional strategies to improve learning.
- Regularly collect, analyze, and use assessment data to inform classroom instruction
- Appropriately place and exit students from intervention and support programs
- Monitor student progress and achievement.
- Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms

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)

[Empty box for Amount(s)]

ESGI (District)
Benchmark Assessor Live (District)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.6.02

Improve instructional strategies to engage students actively in learning:

- ensuring that all students closely and critically read complex works of literature and informational texts
- ensure all students present analyses based on appropriate examples and evidence from the text;
- engage all students in rigorous, research - based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively

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)

No cost

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.

Actions and services for this goal were implemented as planned with Special Education Staff attending the four mandatory Certificated Sped Compliance Trainings offered in 2023-2024 school year, and the required professional development and certified trainings offered to staff at each site to facilitate best instructional practices and de-escalation techniques. Administration meets for Community of Practice, Admin Academy and ADCO monthly to adhere to best instructional practices to meet student needs specifically in the areas of academic achievement for our targeted instruction for students with special needs, multi-ethnic students and general education students that need intervention.

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

The implementation of our Math intervention taught by our intervention specialists and intervention specialist instructional assistants is effective, as well as, the adherence to TUSD adopted curriculum, and increasing the participation of educators attending math PD from the TUSD Math TOSA.

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.

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 1 with the following adjustments to actions, services, and expenditures. Increased focus on teaching essential standards and assess weekly using district-adopted curriculum daily. Create weekly opportunities to include lessons that mirror CAASPP structures and language in daily teaching and learning and use CAASPP practice supports monthly (ie - IABs/performance tasks) as it aligns with curriculum pacing. Stakeholders have identified "High-priority Actions" to focus on for the next school year as outlined in strategies/activities above.

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. All students in Travis Unified School District, especially those who have been underrepresented, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, responsible safe and supportive.

Goal 2

2A 1. Decrease behavior referrals to the office by 5% as a result of continuing to implement Positive Behavior Intervention and Supports (PBIS) and monitor that classrooms are teaching weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying.

2B 2. Monitor Attendance to decrease tardies and absences focusing on students who are chronically absent. Specifically to decrease chronic absenteeism for students with special needs from 25.6% to 18.6%, by setting goals and incentives for students who are attending more regularly.

2C 2. Monitor Attendance to decrease tardies and absences focusing on students who are chronically absent. Specifically to decrease chronic absenteeism for students with two or more races, multi-ethnicity from 10.7% to 3.7%. Continue to check in weekly with the SSW and discuss students who may need well checks and positive incentives to attend school regularly by setting individual goals.

2D Monitor and track the time of day and frequency students use the Wellness Center, and create a calming corner for every classroom corner for students to utilize to help regulate their emotions and take a break to return to instruction in the classroom.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard, Aeries data regarding attendance, behavior referrals and suspension data, Scandia student soft launch of Wellness Center usage data, CICO data and Tiered Fidelity Inventory from PBIS Tier One data, Playworks Junior Coaches program, and implementation of the Anchored 4 Life student leadership and transition team for military connected families collected during the 2022-2023 school year. This goal addresses the needs of all students, specifically those exhibiting a need for more support in behavior and social-emotional regulation.

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)

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

STRATEGY: 1) Improve the knowledge and skills of all school staff related to PBIS, Classroom management, and responding to challenging behavior. 2) Continued implementation of Multi-Tiered Systems of Support (MTSS) behavioral intervention system to improve socio-emotional wellness and to maintain calm classrooms focused on learning. 3) Incorporate Team approach School Attendance Team to decrease tardies and absences with a focus on students who are chronically absent. 4) Provide enrichment and hands-on learning the arts, music, and STEM (science, technology, engineering, and mathematics) to improve academic achievement and enhance socio-emotional wellness.

Action/Date

Continue to implement PBIS processes and begin Tier 2 work with the Scandia Leadership and PBIS Team. Continue to facilitate Leadership and PBIS monthly meetings and review PBIS lessons and reboot throughout the year Revisit the TFI and begin the SWIS pilot program at our site. PBIS/SST coordinator at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year.

*PBIS team will work with Scandia administration to provide support to teachers and staff with classroom management, student behavior expectations, school discipline and documentation.

* This will occur with targeted intentional professional development during staff or common planning day meetings.

*Establish Tier 2 team for students who are in need of higher intervention.

*Increase consistency with using de-escalation strategies, documenting and communicating concerns to administration and families and using restorative practices for students who do not demonstrate school-wide PBIS expectations.

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)

4,827

SGF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

High Priority Actions:

Curriculum/Instruction -

- * Second Step curriculum/ daily SEL instruction (ie - brain breaks, mindfulness, calming corner, community circle, SEL)
- * Whole-staff restorative practices
- * Whole-staff MTSS/PBIS implementation
- * Forum/Structure to resolve conflicts/repair the harm (ie - Second STEP Language, restorative practices, conflict managers)

Progress Monitoring:

- * Aeries data, attendance data, suspension data analysis
- * Stakeholder surveys to assess needs, climate, and culture
- * SWIS data analysis, including TFI

Intervention:

- * Strategic use of Wellness Center
- * Inclusion of all staff in SEL/MTSS support
- * SEL TIER II and III supports (ie - Check In Check Out/CICO, 2nd Step, elem. Student Support Specialist, MFLC, Teacher & Student Leaders for Anchored 4 Life, Consultation & continued partnership with Playworks, continued Playworks Junior Coaches Trainings)
- * Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills.
- * Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.
- * Playworks Program-partnership with site staff, administrators, students and parents to build a culture of play that enables kids to feel a real sense of belonging and inclusion to contribute on the playground, in the classroom and into the community.

Professional Learning:

- * Participate in professional development opportunities offered at the site and district level that may include (curriculum and instructional practices, such as restorative practices)

Embedded or ongoing supports, such as: All staff involved in SEL support, Buddy Classrooms, Wellness Center, SEL section in library, District support

Additional, supplemental support curriculum and materials as available

RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)

Additional programs beyond the school day

Increased family engagement (ie - surveys, feedback from younger learners, family nights, Anchored 4 Life, Playworks Partnership with Families & Community, PBIS Tier 2 continued work with SCOE Coordinator, Prevention and Early Intervention Supports & Services, "Welcome" family programs, representation)

Grade level collaboration, vertical and horizontal/ Handle With Care/PLCs/staff meetings/ leadership aligned with site/district goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.2.01 Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,973

0.10 FTE \$12.973 SGF
0.10 FTE \$12,973 DoDEA
Project Connect

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.2.02 Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation with one position at each elementary school.
Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

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)
35,312.00	1 Student Support Provider \$35,312.00 0.875 FTE SGF Paid out of district

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.2.03
 Increase and improve services to students needing Tier III behavior support by providing

- Three Behavior Intervention Specialists (teamed with a Behavior Assistant) to support both Special Education students and students in the general program
- Two mental health counselors for Special Education 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)
	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.3.02
 Principal and Assistant Principal will

- Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates
- Use services of the parent liaison, the nurse and health technicians, social workers, and mental health coordinator services
- Use the SART and SARB processes to improve the attendance of students with chronic absences

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)
	No Cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.3.03
 Form a School Attendance Review Team (SART) that will meet a minimum of twice a month to

- Review overall data on patterns of chronic absence
- Oversee implementation of a school-wide approach to improving attendance
- Ensure that students who are chronically absent receive needed supports
- Hold parent conferences to develop plans and monitor student progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No Cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.3.04 Continue the annual progress and performance review for students attending under special agreements.

*Playworks Program-partnership with site staff, administrators, students and parents to build a culture of play that enables kids to feel a real sense of belonging and inclusion to contribute on the playground, in the classroom and into the community.

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)

No Cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.4.01

* Continue to implement Second Step and other lessons to increase social awareness and relationship skills.

*Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

*Playworks Program-partnership with site staff, administrators, students and parents to build a culture of play that enables kids to feel a real sense of belonging and inclusion to contribute on the playground, in the classroom and into the community.

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)

No Cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.4.02

- Provide NCI training focused on de-escalating student behavior.
- Teach students strategies for calming themselves, focusing on learning, and managing stress.

Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

3.4.03 Encourage a growth mindset, where children learn that their abilities can be developed through dedication and hard work

Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored

4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.

Strategy/Activity

Increase and improve programs that connect students to school and allow them to build academic skills and experience success in STEM and the arts:

- Provide elementary Arts, Music and STEM programs after school
- Provide competitive robotics programs at the elementary level

Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,195

3,774

1,559

21,000	Approximately \$21,000 per site

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.

Actions and services for this goal were implemented as planned with a few exceptions, such as lack of training/implementation of restorative practices and conflict managers or 2nd Step small group intervention services. Scandia staff is required to attend two trauma-informed practice and cultural awareness trainings during the fall of 2023. Special Education Staff have four required Compliance Trainings they must attend scheduled for September 20, 2023, October 11, 2023, January 24, 2024 and April 17, 2024. All new TUSD Special Education Staff are required to attend four trainings scheduled August 29, 2023, September 5, 2023, September 12, 2023 and September 19, 2023, all seasoned special education staff were invited to attend the professional development on the four dates. Selected administration and special education staff are required to attend the Non-violent Crisis Intervention Trainings when they need to re-new their certifications, these trainings are provided multiple times throughout the year. Administrators and Special Education staff are encouraged to attend the three day training titled Under The Big Top Sped Trainings in early August before school begins.

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

The implementation protected daily SEL time increased positive behavior as evidenced by observations and local data, as well as Tier II support from our PBIS Tier 2 continued work with SCOE Coordinator, Prevention and Early Intervention Supports & Services and working with our Student Services Department and School Social Workers and their interns that meet weekly with site administration. Since Scandia is on a military base the site has a MFLC: Military & Family Life Counselor assigned to Scandia 5 days a week to support military students and families. Signed parental consent must be obtained for the SSW or MFLC to work with students. Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school.

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.

Scandia Elementary School also works with a the Travis AFB School Liaison Program Manager and the Base Liaison has connected our site with the Anchored 4 Life program and Scandia had an active peer-to-peer club that connects youth while building transition and resiliency skills. Anchored 4 Life is a program that provides opportunities for peers to enhance social skills, build character, improve self-esteem and integrate into their community. New incoming military students are assigned to a fellow military peer buddy to help support their transition to our school. Playworks Program-partnership with site staff, administrators, students and parents to build a culture of play that enables kids to feel a real sense of belonging and inclusion to contribute on the playground, in the classroom and into the community.

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, family engagement and student understanding and satisfaction with activities held and programs offered by reaching 100% of our families through communication by Parent Square communications, email, phone messages and updated school and PTA websites. Parent Square data will be collected that will show an increase of 5% families received communication about upcoming school and district-wide events.

3B Increase parent engagement in PTA and school related events as tracked by sign-in sheets from baseline year by 10% communicating the restart of PTA and reaching out to parents.

3C Increase parent participation by 5% with the use of Cervis volunteer hours and sign in hours being accurately tracked with parent participation.

3D Surveying parents to determine if 75% of parents are satisfied with the events and activities held by PTA.

3E Surveying students to determine if 75% of students surveyed expressed satisfaction of events held in order to improve school climate.

Identified Need

Increased family engagement (ie - surveys, feedback from younger learners, family nights, Anchored 4 Life, Playworks Partnership with Families & Community, PBIS Tier 2 continued work with SCOE Coordinator, Prevention and Early Intervention Supports & Services, Care Solace, "Welcome" family programs, representation)

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)

Continue Parent Square communication through weekly emails initiated by administration and staff, weekly phone call messages and reminders.

Strategy/Activity

STRATEGY1) Involve parents in making decisions. 2) Involve parents at school. 3) Provide parent education programs, access to Parent University and Launchpad apps. Invite parents to be part of district and site committees to gather feedback and active participation.

Action/Date

4.1.04 Continue to involve School Site Councils in the analysis of data and the development of district and school plans, 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)

No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and families need increased communication and engagement and access to participate in school-wide events and active partners with their children's education.

Strategy/Activity

4.2.01 Use CERVIS software to track volunteer hours and background clearances. Invite families to volunteer, be apart of PTA, site and district committees. Send surveys to families and invitations for community outreach and principal, parent and teacher conferences and meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

225

\$225 per school
LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Cervis volunteer hours will track if there is an increase or decrease in parent participation. Parent Square data will be collected that will show how many families received communication about upcoming school and district-wide events.

Strategy/Activity

4.2.02 Launch 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, recesses and site and district committees.

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)

1,250

Source(s)

\$1,250 per school
SGF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide Parent University and Launchpad Resources to families, continue weekly newsletters, reminders, messages and website access with updated site and district news.

Strategy/Activity

4.3.05

Hold family curriculum nights, where

- Teachers and staff explain what children will be learning
- Demonstrate technology used at school that can be accessed at home
- Teach strategies for helping students learn math
- Ways to help children at home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,137

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.

Align with long-term commitment and vision for family engagement. Sustain existing parent leadership and build new parent leadership capacity. Intentional and focused outreach to traditionally marginalized and underserved families by providing translation of materials, meetings and other communications into home languages through use of Parent Square.

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

Provide families with information materials about how to work with their children to improve academic performance at events such as Back To School Nights, parent and teacher conferences, Open Houses and school events. Ensure families have access to resources, Family Military Base Liaison that works with TUSD, Launchpad, Parent University, trainings to help families and teachers work together on student goal setting.

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.

Plan two or three Family Nights that can support Literacy, Math, Science and and Art to increase family engagement and involvement. Parents are invited to attend Sabre Celebration Achievement, Reclassified English Language Proficient and PBIS Award Assemblies, TUSD Special Olympics as well as other PTA sponsored events like Harvest and Spring Festivals, game nights, grade level performances, on campus field trips, Day of the Military Child and other before or after school activities that are offered. Family surveys will be sent periodically to gather feedback on family engagement and involvement participation, to measure if more families are attending school and district events.

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 Plan and utilize funds allocated to sites in a collaborative way with stakeholder groups to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities.

Identified Need

Identifying site needs based on military connectedness, school transitions from one base to another, nutrition and health as well as maintaining Williams Act compliance. Work collaboratively with ,District Business, Facilities, Maintenance and Operations to make sure site is maintaining compliance with safety, facilities, health, nutrition, educational, social-emotional and operational needs.

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.

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.

Work closely and collaboratively with the district office, military installation, community partners, stakeholders to maximize the effectiveness of Basic Services including technology, instructional materials, professional development, and facilities

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

Maintain communication with Business Office to ensure site is making fiscally responsible decisions that impact the budget and are in compliance with all approved district board policies and regulations.

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.

Continue to hold scheduled School Site Council meetings, encourage Scandia community to attend monthly scheduled Board meetings, maintain positive relationships with students, families, all district employees and community partners to gather information and feedback to make well informed decisions that impact the school site.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

5A

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,516.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$313,516.00

Subtotal of state or local funds included for this school: \$313,516.00

Total of federal, state, and/or local funds for this school: \$313,516.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Donations	10185.00	10,185.00

Expenditures by Funding Source

Funding Source	Amount
	313,516.00

Expenditures by Budget Reference

Budget Reference	Amount
	313,516.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		313,516.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	212,264.00
Goal 2	89,640.00
Goal 3	11,612.00

School Site Council Membership

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

- 2 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Saundra Rushford	Principal
Ashley Livingston	Principal
Valerie Stevens	Classroom Teacher
LeeAnn Caradine	Classroom Teacher
Robin Harper	Classroom Teacher
Kerry Sullivan	Classroom Teacher
Kristy Aguilar	Other School Staff
Timothy Montgomery	Other School Staff
Christina Butcher	Parent or Community Member
Alyssa Hutton	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
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 .

Attested:

Principal, Sandra Rushford on January 23, 2024
SSC Chairperson, Valerie Stevens on January 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

School Site Approval of Single Plan for Student Achievement
Signature Page

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



Principal



SSC Chairperson