

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Captain Jason M. Dahl Elementary School	43-69450-6047211	May 1, 2023	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The 2022-2023 school year was the first year post-COVID 19 pandemic in which the CA School Dashboard has resumed. Below is a summary of the findings and Dahl's 2023-2024 school year SPSA in response to the CA School Dashboard results:

ELA & Math: Both English Language Arts and Mathematics were in the low category based on student achievement per the 2021-2022 CAASPP test results. Dahl's 2023-2024 SPSA has strategies to support intervention for students as well as professional development to support Tier I whole class instruction and Tier II small group instruction.

English Learner Progress: Per the CA School Dashboard, this was rated as a medium. Dahl's 2023-2024 SPSA will have an increased focus on English learner due to Sobrato Early Academic Language (SEAL) program. For the past two years, Dahl's program implementation was stalled due to lack of a SEAL Coach. A Coach is a key part of the program's sustainability. In the 2023-2024 school year, Dahl will have a SEAL coach to support instruction.

Suspension Rate: Per the CA School Dashboard, this was rated as a medium. Dahl's 2023-2024 SPSA focus on Multi-Tiered Systems of Support (MTSS) to support behavioral instructional supports for all students. In addition to this, FMUSD has a school social worker at each school site to support student social emotional learning (SEL) needs which can be tied into student behaviors.

Chronic Absenteeism: Dahl's CA School Dashboard was rated as very high in the chronic absenteeism section. Last school year, many students were out due to COVID-19. School staff continue to work with families on communication and support for student attendance needs.

In addition to the CAASPP results for 2021-2022 school year, which were reported the CA School Dashboard, Franklin McKinley School District (FMUSD) utilizes local benchmark assessments at the three trimester periods within the school year. For the current 2022-2023 school year, Captain Jason M. Dahl School noted the following areas that highlighted academic achievement and growth:

- 1.) NSGRA: The Next Step Guided Reading Assessment (NSGRA) showed a 1% growth in achievement for English Learner students from Trimester 1 to Trimester 2.
- 2.) STAR Renaissance: Based on the STAR Renaissance Reading assessment, English learner students increased from Trimester 1 which has 6% of students at or above standards to 15% of students at or above standards in Trimester 2.

While the progress for English learner students have been evident, it is important to note that Captain Jason M. Dahl Elementary School staff has identified English learner students as a student subgroup to provide additional support and intervention in the 2023-2024 Single Plan for Student Achievement (SPSA) based not the data below:

- 1.) Attendance: Despite the ongoing COVID-19 pandemic, Dahl has a 90.71% average attendance rate for the current 2022-2023 school year. This is a 0.71% increase from last school year and thus, there is room for improved attendance rates to support student learning.
- 2.) English Learners: The percentage of English learner students at or above the reading benchmark as per the STAR Renaissance reading test increased from 6% in Trimester 1 to 15% in Trimester 2. Compared to their English only speaking peers, Dahl's English learner students are not scoring at the same level.
- 3.) Hispanic students: Hispanic students scored 27% at or above standards in Trimester 1 on the STAR Renaissance reading test and made 5% growth to 32% at or above standard in Trimester 2. This is below Asian students who scored 43% at or above standards in Trimester 1 and 54% at or above standards in Trimester 2 on the same STAR Renaissance reading test.

Dahl School will provide support for academic achievement in its School Plan for Student Achievement (SPSA) Goal #1. Dahl has established on-going data chats and a cultural expectation of professional behavior that monitors student

progress thru grade level and district assessments after each trimester. Further attention and efforts will address increasing student, staff and family connectedness, social awareness and self efficacy Goal #2. Lastly, Dahl recognizes the importance of family and community engagement, Goal #3, which in turn supports educational outcomes for students and will continue to "partner with parents" in this endeavor.

Educational Partner Involvement

How, when, and with whom did Captain Jason M. Dahl Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the following meetings review of the 2022-2023 SPSA occurred and input for the 2023-2024 SPSA plan was solicited:

1. Instructional Leadership Team - April 5, 2023 and May 2, 2023
2. Staff Meeting - April 4, 2023
3. School Site Council - May 1, 2023
4. ELAC - May 4, 2023
5. Coffee with the Principal - April 4, 2023 and May 9, 2023

Resource Inequities

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

During the 2022-2023 school year, Dahl had some additional student intervention support through the Student Support Specialist (SSS) position which was funded by the Franklin McKinley School District. However, the SSS was split amongst two different school sites and only able to provide services to students at Dahl 2 days per week throughout the year. The need to increase the time has been noted as an identified need. In the 2023-2024 school year, Dahl will have a full time SSS to work with students. Additionally, for the past few years, Dahl has not had a SEAL Coach to facilitate SEAL implementation and sustainability. In the 2023-2024 school year, Dahl will also have a full time SEAL Coach to support the needs of our English learner students.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.47%	0.48%	1	2	2
African American	1.4%	1.64%	1.45%	7	7	6
Asian	21.2%	22.30%	19.08%	103	95	79
Filipino	4.5%	2.58%	2.66%	22	11	11
Hispanic/Latino	68.1%	69.72%	73.67%	331	297	305
Pacific Islander	%	%	0%			0
White	3.1%	2.35%	1.93%	15	10	8
Multiple/No Response	1.4%	0.94%	0.72%	7	4	3
Total Enrollment				486	426	414

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	79	62
Grade 1	68	55	67
Grade 2	79	60	55
Grade3	70	69	62
Grade 4	54	56	64
Grade 5	64	54	52
Grade 6	77	53	52
Total Enrollment	486	426	414

Conclusions based on this data:

1. Filipino student group enrollment has decreased 1.84% over three years.
2. Kindergarten enrollment has decreased by 12 students over the past three years. First grade enrollment has decreased by 1 students over the past three years. Enrollment has varied depending on the school year.
3. Overall school enrollment has decreased by 72 students over three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	219	231	205	45.10%	54.2%	49.5%
Fluent English Proficient (FEP)	79	56	66	16.30%	13.1%	15.9%
Reclassified Fluent English Proficient (RFEP)	13			5.9%		

Conclusions based on this data:

1. During the 2022-2023 school year, 49.5% of Dahl students were classified as English learners. This is a significant portion marking nearly half of overall enrolled students at Dahl being classified as English learners.
2. 15.9% of English Learners are designated as Fluent English Proficient as of the 2022-2023 school year.
3. Reclassified students as of 2020-2021 was 5.9% and in the current 2022-2023 school year, the reclassification rate is 7%. Dahl is making steady increase in the percentage of reclassified students with the goal of reclassifying 10% of English learner students in the 2023-2024 school year as per SPSA goal 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	68	65	64	0	65	61	0	65	61	0.0	100.0	95.3
Grade 4	52	51	66	0	50	64	0	50	64	0.0	98.0	97.0
Grade 5	65	54	53	0	52	49	0	52	49	0.0	96.3	92.5
Grade 6	79	53	52	0	52	51	0	52	51	0.0	98.1	98.1
All Grades	264	223	235	0	219	225	0	219	225	0.0	98.2	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2362.	2338.		7.69	3.28		20.00	18.03		21.54	19.67		50.77	59.02
Grade 4		2399.	2398.		8.00	10.94		12.00	15.63		26.00	14.06		54.00	59.38
Grade 5		2442.	2424.		11.54	8.16		9.62	20.41		25.00	8.16		53.85	63.27
Grade 6		2466.	2489.		3.85	9.80		19.23	23.53		28.85	23.53		48.08	43.14
All Grades	N/A	N/A	N/A		7.76	8.00		15.53	19.11		25.11	16.44		51.60	56.44

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		4.62	4.92		61.54	50.82		33.85	44.26
Grade 4		8.00	1.56		58.00	56.25		34.00	42.19
Grade 5		11.54	12.24		57.69	51.02		30.77	36.73
Grade 6		3.85	7.84		57.69	50.98		38.46	41.18
All Grades		6.85	6.22		58.90	52.44		34.25	41.33

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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		4.62	3.33		52.31	43.33		43.08	53.33
Grade 4		4.00	6.25		46.00	50.00		50.00	43.75
Grade 5		1.92	6.12		48.08	46.94		50.00	46.94
Grade 6		5.77	13.73		51.92	41.18		42.31	45.10
All Grades		4.11	7.14		49.77	45.54		46.12	47.32

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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		4.62	3.28		69.23	67.21		26.15	29.51
Grade 4		0.00	7.81		78.00	67.19		22.00	25.00
Grade 5		3.85	12.24		67.31	61.22		28.85	26.53
Grade 6		1.92	11.76		78.85	72.55		19.23	15.69
All Grades		2.74	8.44		73.06	67.11		24.20	24.44

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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		4.62	1.64		58.46	60.66		36.92	37.70
Grade 4		6.00	4.69		62.00	56.25		32.00	39.06
Grade 5		5.77	6.12		69.23	46.94		25.00	46.94
Grade 6		5.77	1.96		75.00	76.47		19.23	21.57
All Grades		5.48	3.56		65.75	60.00		28.77	36.44

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Conclusions based on this data:

1. Overall achievement ELA/Literacy - Based on local assessment STAR Renaissance Reading Test for students in grades 2nd - 6th, there was a increase of 7% of students at or above standards from Trimester 1 (31%) to Trimester 2 (38%).
2. Overall achievement ELA/Literacy - - Based on the 2021-2022 CAASPP assessment, 23.29% of students met or exceeded the ELA standards. The Dahl SPSA 2023-2024 focuses on reading instructional support in Tiers I and II for students.
3. Overall achievement ELA/Literacy-Based on the local NSGRA assessment for students in grades K-3, reading achievement increased by 1% from Trimester 1 to Trimester 2 with 26% of students exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	68	65	64	0	65	64	0	65	64	0.0	100.0	100.0
Grade 4	52	51	66	0	51	66	0	51	66	0.0	100.0	100.0
Grade 5	65	54	53	0	54	53	0	54	53	0.0	100.0	100.0
Grade 6	79	53	52	0	53	52	0	53	52	0.0	100.0	100.0
All Grades	264	223	235	0	223	235	0	223	235	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2377.	2365.		10.77	4.69		21.54	10.94		16.92	21.88		50.77	62.50
Grade 4		2412.	2429.		3.92	10.61		17.65	24.24		27.45	16.67		50.98	48.48
Grade 5		2432.	2401.		9.26	5.66		7.41	5.66		18.52	16.98		64.81	71.70
Grade 6		2465.	2483.		7.55	7.69		13.21	15.38		32.08	28.85		47.17	48.08
All Grades	N/A	N/A	N/A		8.07	7.23		15.25	14.47		23.32	20.85		53.36	57.45

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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		12.31	6.25		35.38	39.06		52.31	54.69
Grade 4		5.88	18.18		45.10	28.79		49.02	53.03
Grade 5		5.56	7.55		44.44	24.53		50.00	67.92
Grade 6		5.66	5.77		39.62	36.54		54.72	57.69
All Grades		7.62	9.79		40.81	32.34		51.57	57.87

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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		15.38	3.13		33.85	45.31		50.77	51.56
Grade 4		5.88	13.64		39.22	34.85		54.90	51.52
Grade 5		3.70	5.66		44.44	24.53		51.85	69.81
Grade 6		1.89	9.62		49.06	51.92		49.06	38.46
All Grades		7.17	8.09		41.26	39.15		51.57	52.77

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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		15.38	7.81		50.77	57.81		33.85	34.38
Grade 4		1.96	15.15		60.78	54.55		37.25	30.30
Grade 5		9.26	1.89		31.48	41.51		59.26	56.60
Grade 6		9.43	5.77		58.49	61.54		32.08	32.69
All Grades		9.42	8.09		50.22	54.04		40.36	37.87

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Conclusions based on this data:

- Overall achievement - For the local STAR Renaissance Math assessment for students in grades 2nd - 6th, there was a decrease of 4% of students at or above standards from Trimester 1 (44%) to Trimester 2 (41%). A similar pattern was noted in the previous' years assessment data with a decrease in Trimester 2.
- Overall achievement - For the local STAR Renaissance Math assessment for English learner students in grades 2nd - 6th, there was a decrease of 1% of students at or above standards from Trimester 1 (28%) to Trimester 2 (27%). However from BOY to Trimester 2, there was a total of 11% increase for English learner students in math.

3. Overall achievement - For the CAASPP 2021-2022 Math assessment for students in grades 3rd - 6th, there 23.32% of students meeting or exceeding grade level standards. This is similar to Dahl's ELA results for the same year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1443.6	1406.5	1419.1	1459.7	1421.3	1419.3	1405.7	1371.8	1418.4	39	44	44
1	1438.9	1383.9	1418.9	1452.3	1404.2	1435.8	1424.9	1363.2	1401.5	35	29	28
2	1476.9	1460.2	1421.1	1472.6	1483.5	1440.0	1480.8	1436.6	1401.6	42	28	28
3	1441.5	1489.0	1460.9	1437.7	1495.3	1462.9	1444.9	1482.1	1458.3	42	33	28
4	1485.6	1521.8	1502.4	1494.1	1524.6	1504.6	1476.6	1518.3	1499.7	22	29	28
5	1526.3	1512.3	1504.7	1537.8	1520.9	1510.3	1514.3	1503.1	1498.6	34	27	22
6	1539.2	1540.7	1549.0	1539.7	1556.7	1567.9	1538.3	1524.1	1529.7	31	27	22
All Grades										245	217	200

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.77	6.82	15.91	20.51	36.36	27.27	38.46	36.36	40.91	10.26	20.45	15.91	39	44	44
1	22.86	10.34	17.86	28.57	6.90	21.43	20.00	48.28	25.00	28.57	34.48	35.71	35	29	28
2	23.81	25.00	3.57	30.95	28.57	32.14	21.43	21.43	32.14	23.81	25.00	32.14	42	28	28
3	7.14	21.21	3.57	26.19	33.33	25.00	30.95	30.30	39.29	35.71	15.15	32.14	42	33	28
4	4.55	27.59	22.22	36.36	41.38	33.33	31.82	20.69	25.93	27.27	10.34	18.52	22	29	27
5	20.59	11.11	13.64	44.12	48.15	31.82	32.35	25.93	36.36	2.94	14.81	18.18	34	27	22
6	25.81	25.93	31.82	45.16	44.44	40.91	22.58	29.63	18.18	6.45	0.00	9.09	31	27	22
All Grades	20.00	17.51	15.08	32.24	34.10	29.65	28.16	30.88	32.16	19.59	17.51	23.12	245	217	199

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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	35.90	20.45	15.91	28.21	25.00	29.55	23.08	31.82	36.36	12.82	22.73	18.18	39	44	44
1	48.57	17.24	32.14	14.29	31.03	25.00	17.14	20.69	21.43	20.00	31.03	21.43	35	29	28
2	38.10	35.71	21.43	9.52	25.00	39.29	38.10	17.86	10.71	14.29	21.43	28.57	42	28	28
3	21.43	42.42	35.71	40.48	33.33	21.43	7.14	15.15	14.29	30.95	9.09	28.57	42	33	28
4	27.27	51.72	48.15	40.91	31.03	37.04	22.73	3.45	3.70	9.09	13.79	11.11	22	29	27
5	52.94	48.15	31.82	41.18	37.04	54.55	2.94	3.70	0.00	2.94	11.11	13.64	34	27	22
6	45.16	59.26	72.73	41.94	40.74	13.64	6.45	0.00	4.55	6.45	0.00	9.09	31	27	22
All Grades	38.37	37.79	34.17	29.80	31.34	31.16	17.14	14.75	15.58	14.69	16.13	19.10	245	217	199

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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	15.38	2.27	15.91	7.69	20.45	20.45	61.54	43.18	38.64	15.38	34.09	25.00	39	44	44
1	8.57	6.90	17.86	25.71	3.45	7.14	25.71	24.14	17.86	40.00	65.52	57.14	35	29	28
2	21.43	0.00	0.00	30.95	46.43	14.29	16.67	28.57	25.00	30.95	25.00	60.71	42	28	28
3	4.76	3.03	0.00	16.67	21.21	10.71	38.10	45.45	32.14	40.48	30.30	57.14	42	33	28
4	4.55	10.34	7.41	9.09	37.93	29.63	36.36	24.14	29.63	50.00	27.59	33.33	22	29	27
5	0.00	0.00	9.09	26.47	22.22	9.09	47.06	44.44	31.82	26.47	33.33	50.00	34	27	22
6	12.90	11.11	9.09	19.35	3.70	31.82	48.39	55.56	31.82	19.35	29.63	27.27	31	27	22
All Grades	10.20	4.61	9.05	20.00	22.12	17.59	38.78	38.25	30.15	31.02	35.02	43.22	245	217	199

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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	30.77	18.18	18.18	61.54	65.91	68.18	7.69	15.91	13.64	39	44	44
1	45.71	20.69	46.43	37.14	55.17	32.14	17.14	24.14	21.43	35	29	28
2	14.29	42.86	14.29	64.29	46.43	57.14	21.43	10.71	28.57	42	28	28
3	9.52	15.15	14.29	57.14	63.64	50.00	33.33	21.21	35.71	42	33	28
4	18.18	51.72	22.22	54.55	44.83	55.56	27.27	3.45	22.22	22	29	27
5	26.47	14.81	13.64	64.71	74.07	63.64	8.82	11.11	22.73	34	27	22
6	6.45	11.11	27.27	77.42	81.48	63.64	16.13	7.41	9.09	31	27	22
All Grades	21.63	24.42	22.11	59.59	61.75	56.28	18.78	13.82	21.61	245	217	199

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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	35.90	20.45	15.91	43.59	54.55	59.09	20.51	25.00	25.00	39	44	44
1	51.43	17.24	25.00	22.86	48.28	42.86	25.71	34.48	32.14	35	29	28
2	42.86	42.86	39.29	45.24	35.71	35.71	11.90	21.43	25.00	42	28	28
3	47.62	60.61	50.00	26.19	30.30	21.43	26.19	9.09	28.57	42	33	28
4	45.45	65.52	77.78	45.45	20.69	11.11	9.09	13.79	11.11	22	29	27
5	85.29	77.78	86.36	11.76	11.11	0.00	2.94	11.11	13.64	34	27	22
6	87.10	100.00	81.82	9.68	0.00	9.09	3.23	0.00	9.09	31	27	22
All Grades	55.51	52.07	48.74	29.39	30.88	29.65	15.10	17.05	21.61	245	217	199

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.69	2.27	15.91	69.23	72.73	65.91	23.08	25.00	18.18	39	44	44
1	14.29	6.90	17.86	28.57	24.14	10.71	57.14	68.97	71.43	35	29	28
2	33.33	10.71	7.14	38.10	60.71	35.71	28.57	28.57	57.14	42	28	28
3	0.00	3.03	0.00	45.24	48.48	35.71	54.76	48.48	64.29	42	33	28
4	4.55	10.34	7.41	45.45	62.07	48.15	50.00	27.59	44.44	22	29	27
5	5.88	0.00	9.09	58.82	62.96	36.36	35.29	37.04	54.55	34	27	22
6	19.35	11.11	4.55	41.94	44.44	54.55	38.71	44.44	40.91	31	27	22
All Grades	12.65	5.99	9.55	46.94	54.84	42.71	40.41	39.17	47.74	245	217	199

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	41.03	15.91	45.45	41.03	56.82	27.27	17.95	27.27	27.27	39	44	44
1	8.57	6.90	10.71	62.86	27.59	53.57	28.57	65.52	35.71	35	29	28
2	28.57	3.57	0.00	38.10	67.86	42.86	33.33	28.57	57.14	42	28	28
3	14.29	12.12	7.14	42.86	66.67	50.00	42.86	21.21	42.86	42	33	28
4	4.55	13.79	25.93	50.00	72.41	48.15	45.45	13.79	25.93	22	29	27
5	5.88	14.81	4.55	79.41	55.56	59.09	14.71	29.63	36.36	34	27	22
6	12.90	11.11	31.82	83.87	81.48	54.55	3.23	7.41	13.64	31	27	22
All Grades	17.96	11.52	20.10	55.51	60.83	45.73	26.53	27.65	34.17	245	217	199

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Reading Domain - Grade 2 - The percentage of students in grade 2 scoring somewhat/moderately developed on the ELPAC test increased by 22.61% from 2020-2021 to 2021-2022 school years.
2. Writing Domain - The overall percentage of students in all grades scoring somewhat/moderately developed on the ELPAC for writing increased by 5% from 2020-2021 to 2021-2022 school years.
3. Speaking Domain - Grade 2 - decrease of students performing in the somewhat/moderately developed on the ELPAC for speaking from 45.24% to 35.71%

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
414	65.9	49.5	0.2
Total Number of Students enrolled in Captain Jason M. Dahl Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	49.5
Foster Youth	1	0.2
Homeless	13	3.1
Socioeconomically Disadvantaged	273	65.9
Students with Disabilities	60	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian	2	0.5
Asian	79	19.1
Filipino	11	2.7
Hispanic	305	73.7
Two or More Races	3	0.7
White	8	1.9

Conclusions based on this data:

1. Out of total enrollment, 231 students are English Learners - 54.2%

2. Out of total enrollment, 343 students are Socio-Economically Disadvantaged - 80.5%.

3. Out of total enrollment, 297 students are Hispanic - 69.7%.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the 2022, chronic absenteeism was very high. This is due to the ongoing COVID-19 pandemic affecting student attendance.
2. Based on the 2022 Fall Dashboard, the suspension rate was medium. In the current school year, Dahl has had 20 reported suspensions from 14 students. The COVID-19 pandemic has had an impact on student social-emotional learning and social skills which is displayed in the increase of disciplinary incidents. Dahl school supports student

behaviors with daily SEL instruction, classroom calming corners, a school-wide Wellness Center, social worker support and more.

3. Based on the 2022 Fall Dashboard, academic performance for both English Language Arts and Math was in the low category. As a result, the Dahl 2023-2024 SPSA has strategies to support student reading and professional development for staff in Tier I whole class instruction.

School and Student Performance Data

Academic Performance English Language Arts

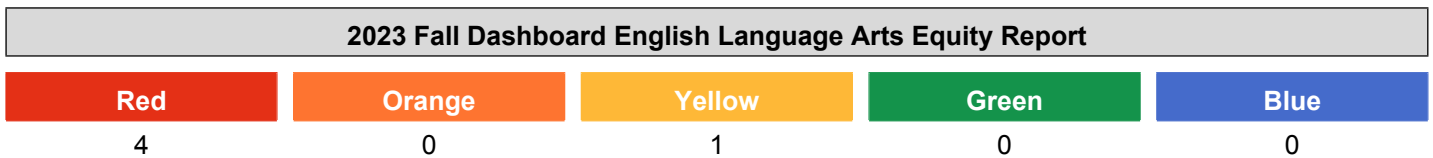
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This section provides number of student groups in each level.



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		
<p>All Students</p>  Red 72 points below standard Decreased -6.1 points 219 Students	<p>English Learners</p>  Red 83.9 points below standard Decreased Significantly -17.1 points 118 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>111.3 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 75.9 points below standard Decreased -11.5 points 156 Students	<p>Students with Disabilities</p>  Red 127.6 points below standard Decreased Significantly -18.7 points 32 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Yellow 24 points below standard Increased +13.8 points 43 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 86.7 points below standard Decreased -11.1 points 158 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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
121.6 points below standard Decreased Significantly -27.8 points 85 Students	13.2 points above standard Decreased -3.3 points 33 Students	82.4 points below standard Decreased -3.7 points 70 Students

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard, students in the Hispanic student population scored in the very low category with 75.6 points below standard compared to Asian student population which scored in the low category with 37.8 points below standard.
2. Based on the 2022 Fall Dashboard, students with disabilities scored in the very low category on the CA School Dashboard with 108.9 points below standard.
3. Based on the 2022 Fall Dashboard, English learner students scored 93.8 points below standard on the ELA CAASP in the 2021-2022 school year compared to English Only peers who scored 78.7 points below standard on the same test in the 2021-2022 school year.

School and Student Performance Data

Academic Performance Mathematics

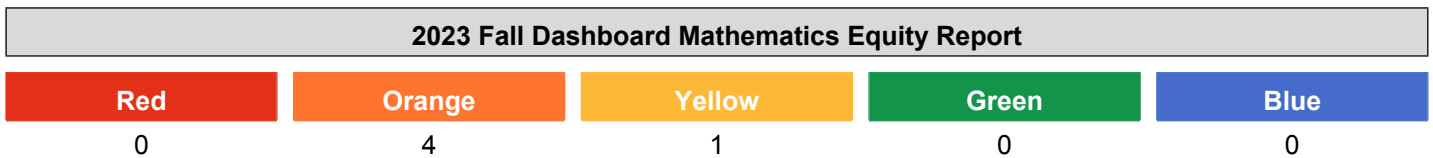
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p>  Orange 73 points below standard Maintained +1.1 points 219 Students	<p>English Learners</p>  Orange 83.6 points below standard Decreased -7.5 points 118 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>70.6 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 76.5 points below standard Decreased -3.4 points 156 Students	<p>Students with Disabilities</p>  Orange 93.5 points below standard Decreased -4.6 points 32 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	 Yellow 26.7 points below standard Increased +10.6 points 43 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 88.8 points below standard Maintained -2.3 points 158 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.4 points below standard Decreased -12.5 points 85 Students	9.4 points below standard Decreased -6.9 points 33 Students	79.7 points below standard Maintained +2.8 points 70 Students

Conclusions based on this data:

1. Based on the 2022 Fall Dashboard, students in the Hispanic student population scored in the low category with 86.5 points below standard compared to Asian student population which scored in the low category with 37.2 points below standard.
2. Based on the 2022 Fall Dashboard, students with disabilities scored in the very low category on the CA School Dashboard with 88.9 points below standard.
3. Based on the 2022 Fall Dashboard, English learner students scored 99.9 points below standard on the ELA CAASP in the 2021-2022 school year compared to English Only peers who scored 82.5 points below standard on the same test in the 2021-2022 school year.

School and Student Performance Data

Academic Performance English Learner Progress

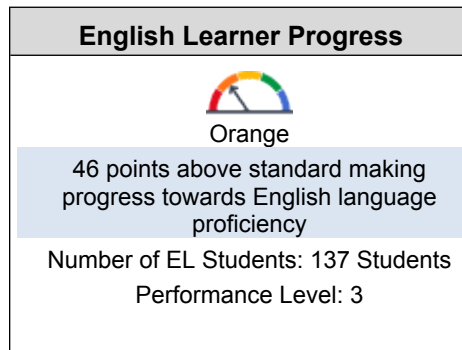
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	46	3	60

Conclusions based on this data:

- As per the Fall 2022 CA School Dashboard, 47.5% of Dahl English learner students progressed at least one ELPI level.
- As per the Fall 2022 CA School Dashboard, 3.7% of Dahl English learner students maintained ELPI Level 4.
- As per the Fall 2022 CA School Dashboard, 51.2% of Dahl English learner students were making progress in English language proficiency and scored at an average performance level of 3.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 32.7% Chronically Absent Declined Significantly -9.3 450 Students	 Yellow 27.4% Chronically Absent Declined Significantly -11.9 234 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
61.9% Chronically Absent Increased 11.9 21 Students	 Yellow 35.8% Chronically Absent Declined Significantly -7.9 324 Students	 Orange 43.7% Chronically Absent Declined -8 71 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	 Red 21.6% Chronically Absent Increased 3.4 88 Students	27.3% Chronically Absent Declined -9.1 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.9% Chronically Absent Declined Significantly -14 327 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

- 42% of students were chronically absent during the 2021-2022 school year. This is due to COVID-19 pandemic and many students/families have attendance affected by COVID-19.
- 18.2% of Asian students were chronically absent during the 2021-2022 school year due to COVID-19.
- 48.9% of Hispanic students were chronically absent during the 2021-2022 school year due to COVID-19.

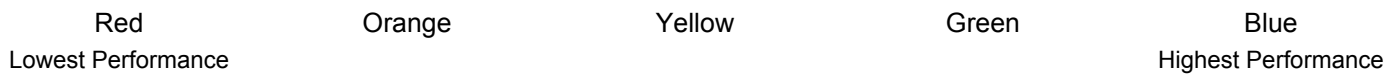
School and Student Performance Data

Academic Engagement Graduation Rate

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

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.

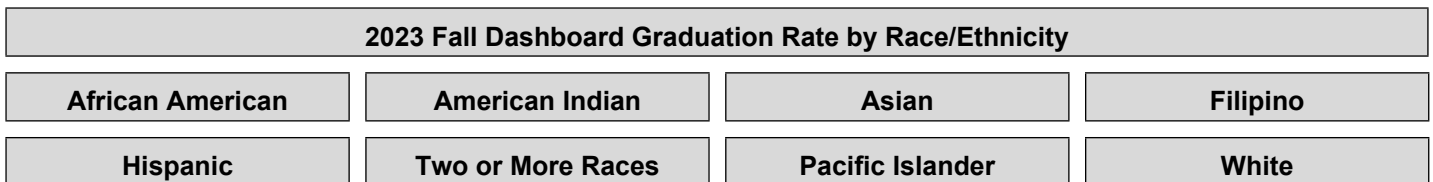
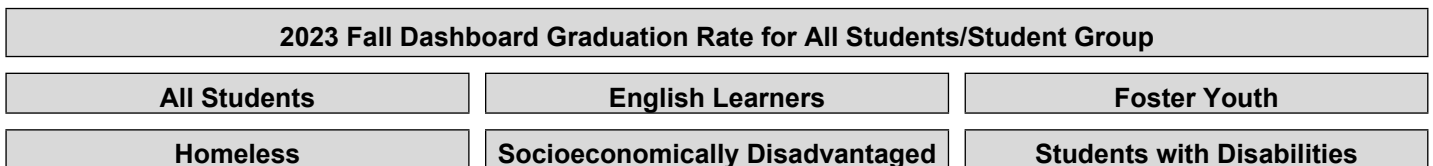
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

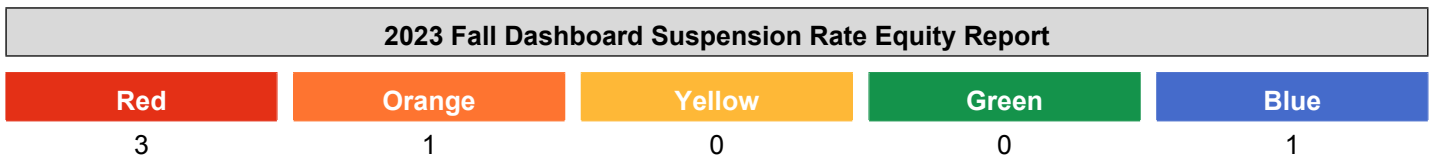
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 4.4% suspended at least one day Increased Significantly 2.7 459 Students	English Learners  Red 3.3% suspended at least one day Increased Significantly 2.6 240 Students	Foster Youth Less than 11 Students 1 Student
Homeless 14.3% suspended at least one day Increased 14.3 21 Students	Socioeconomically Disadvantaged  Red 4.2% suspended at least one day Increased Significantly 2.7 331 Students	Students with Disabilities  Orange 4.1% suspended at least one day Increased 4.1 73 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1 88 Students</p>	<p>0% suspended at least one day</p> <p>Declined -8.3 12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>6% suspended at least one day</p> <p>Increased Significantly 4.8 333 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students 9 Students</p>

Conclusions based on this data:

1. Overall suspension rate based on the CA School Dashboard is in the medium category with 1.6% of students being suspended at least once in the prior school year.
2. Suspension rate for Students with Disabilities for the 2021-2022 school year is 0%.
3. Suspension rate for socioeconomically disadvantaged students for the 2021-2022 is 1.5%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

- 1.) Reading/Math: All Kindergarten students will demonstrate 1 level of growth on the Desired Results Developmental Profile (DRDP) from Beginning of the Year (BOY) to End of the Year (EOY) by June 2024.
- 2.) Reading: The percentage of 1st - 3rd grade students meeting or exceeding grade level expected growth from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 25% to 60% by June 2024.
- 3.) Reading: The percentage of 4th - 6th grade students meeting or exceeding grade level expected growth from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 28% to 60% by June 2024.
- 4.) Math: The percentage of 1st - 3rd grade students meeting or exceeding grade level expected growth from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 23% to 60% by June 2024.
- 5.) Math: The percentage of 4th - 6th grade students meeting or exceeding grade level expected growth from Beginning of the Year (BOY) to End of the Year (EOY) on Renaissance Star Reading will increase from 38% to 65% by June 2024.
- 6.) ELD: The percentage of English learner students reclassified as per ELPAC results will increase from 7% to 10% by June 2024.
- 7.) ELA CAASPP: 23% of Dahl 3rd - 6th grade students met or exceeded CAASPP standards in 2021-2022 school year.
- 8.) Math CAASPP: 23% of Dahl 3rd - 6th grade students met or exceeded CAASPP standards in 2021-2022 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Identified Need

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

Starting in the 2022-2023 school year, Dahl has been a part of the FMSD Tier I cohort to support implementation of the Multi-Tiered Systems of Support (MTSS) framework to support individualize student learning and progress. Dahl staff acknowledge where students are at in their learning and expect students to have one year's growth throughout the course of the school year. The growth model for SPSA Goal #1 has been previously utilized to progress monitor that students made growth or met/exceed grade level standards. The baseline data is from the spring 2022-2023 school year which marks two in person school years since COVID-19 school closures and distance learning implementation.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten students: DRDP	N/A	All Kindergarten students will demonstrate at least 1 level of growth on the DRDP from BOY to EOY by June 2024.
1st - 6th grade students: Beginning of the Year (BOY) reading and math assessments and End of the Year (EOY) reading and math assessments	Baseline Trimester #2 results from Spring 2023: Reading:	1st - 3rd grade reading: 60% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2024 as

	<p>1st grade - 68% of students combined met/exceeded standards</p> <p>2nd grade - 28% of students combined met/exceeded standards</p> <p>3rd grade - 23% of students combined met/exceeded standards</p> <p>4th grade - 47% of students combined met/exceeded standards</p> <p>5th grade - 36% of students combined met/exceeded standards</p> <p>6th grade - 46% of students combined met/exceeded standards</p> <p>Math:</p> <p>1st grade - 44% of students combined met/exceeded standards</p> <p>2nd grade - 33% of students combined met/exceeded standards</p> <p>3rd grade - 42% of students combined met/exceeded standards</p> <p>4th grade - 42% of students combined met/exceeded standards</p> <p>5th grade - 34% of students combined met/exceeded standards</p> <p>6th grade - 49% of students combined met/exceeded standards</p>	<p>indicated on the Renaissance Star reading assessment.</p> <p>4th - 6th grade reading: 60% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2024 as indicated on the Renaissance Star reading assessment.</p> <p>1st - 3rd grade math: 60% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2024 as indicated on the Renaissance Star math assessment.</p> <p>4th - 6th grade math: 60% of students will show growth or exceed expected grade level standards from BOY to EOY through Trimester #3 by June 2024 as indicated on the Renaissance Star math assessment.</p>
English learner reclassification rates	7% of English learner students were reclassified as fluent English proficient in the 2022-2023 school year	10% of English learner students will be reclassified as fluent English proficient by the end of the 2023-2024 school year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.) Provide Tier II reading intervention using the Leveled Literacy Intervention (LLI) program from Fountas and Pinnell for students in Kindergarten - 6th grades as identified by Early Literacy, Renaissance Star literacy and other assessments as needing urgent intervention in ELA.	K-6th grade students needing school day and after school reading intervention	8000 Title I 1000-1999: Certificated Personnel Salaries Classroom teachers will provide Math and Reading Intervention support for qualifying students 3000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Classroom teachers will provide Math and Reading Intervention support for qualifying students
1.2	2.) Pay teachers to provide after school reading intervention support to students in grades 3rd - 6th as identified by the Renaissance Star BOY assessment. Students who are reading more than 6 months below grade level or more are the target support group.	Upper grade students scoring in the intervention or below grade level standards on reading assessments (Renaissance star, NSGRA, etc.)	1000 LCFF Concentration 1000-1999: Certificated Personnel Salaries Classroom teachers will refer students who are in need of Guided Reading to Retired Teachers to re-teach and re-

			enforce phonemic awareness, phonics and decoding skills in a rotational cycle
1.3	3.) Kindergarten - 3rd grade teachers will continue to receive support and training by the Sobrato Foundation in SEAL strategies to improve the academic English language of students. Funding sources listed below are to provide release time for teachers to plan SEAL units and participate in professional development related to the SEAL program.	Kindergarten - 3rd grade students	7000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Special Day Class teachers will collaborate with Regular Education teachers to coordinate "inclusion" time for students, per IEP goals 5000 LCFF Concentration
1.4	4.) Support Special Day Class (SDC) teachers with materials, district provided trainings and professional development opportunities for reading and math instruction	Students with disabilities	500 LCFF Supplemental 4000-4999: Books And Supplies Support special needs programs with materials and supplies 4000-4999: Books And Supplies Support special needs programs with sensory materials and supplies
1.5	5.) Provide enrichment experiences and materials for all Dahl students to support grade level curriculum and learning. These may include but are not limited to the TK-3 Music for Minors program, GATE, field trips, art, and other enrichment opportunities.	All students	500 LCFF Supplemental 1000-1999: Certificated Personnel Salaries A CELDT tester will be in charge of organizing and maintaining information on new EL students and those being reclassified 1000 LCFF Concentration
1.6	6.) Teachers will be given opportunities to receive professional development on instruction for English learner students, culturally responsive teaching practices and MTSS including Trauma Skilled Schools and Trauma-Competent MTSS. Substitutes provided if the professional development is offered during the instructional school day.	All students	4000 LCFF Concentration 4000-4999: Books And Supplies Support the SEAL program in grades K-3 with materials and supplies 2000 General Fund 4000-4999: Books And Supplies Support grades 4-6 with materials and supplies 4000-4999: Books And Supplies

			<p>Utilize an open PO with Office Depot to purchase supplies and materials</p> <p>4000-4999: Books And Supplies Recognize student effort in learning through use of incentives</p> <p>5000-5999: Services And Other Operating Expenditures Utilize the Reprographics department for printing materials in bulk for grade levels</p> <p>4000-4999: Books And Supplies Utilize an open PO with Office Depot to purchase supplies and materials</p>
1.7	7.) Provide technology through the form of two copiers (one large and one mid-sized) will be leased to support instruction and home/school communication	All students	11000 LCFF Supplemental
1.8	8.) Support student attendance at school through the Dahl attendance program, including recognition and referral to the School Attendance and Review Board (SARB) to support students' social emotional well-being, behavioral and academic needs. Funding sources listed below to support student attendance recognition program and workshops for families in relation to support school attendance and achievement.	All students	1000 General Fund
1.9	9.) Provide individualize personal learning support through the implementation of a Multi-Tiered Systems of Support (MTSS) program to design flexible approaches to instruction and learning. Funding sources listed below to support professional development for staff in MTSS and additional resources for the implementation of the MTSS framework.	All students	1500 LCFF Concentration
1.10	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with needs	District Funded
1.11	Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability.	6th grade students	10,000 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Conditions For Learning

- 1.) The percentage of Dahl 3rd - 6th grade students who "are happy to be at this school" as indicated on the 2022-2023 LCAP "About the School Survey" (sense of belonging - school connectedness as per question 2) will increase from 70% to 74% by June 2024.
- 2.) The percentage of Dahl 3rd - 6th grade students who respond favorably about overall Safety as indicated on the 2022-2023 LCAP "About the School Survey" will increase from 50% to 54% by June 2024.
- 3.) The percentage of Dahl 3rd - 6th grade students who feel safe talking about their feelings and ideas in classes as indicated on the 2022-2023 LCAP survey will increase from 41% to 45% by June 2024.
- 4.) The percentage of Dahl staff who feel "the current programming meets the social emotional needs of students" as indicated on the 2022-2023 LCAP survey as per question 13 on student achievement will increase from 70% to 75% by June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

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

As indicated on the 2022-2023 LCAP Student Survey, 3rd - 6th grade students have favorable responses as low as 50 - 70% for questions 2 and 1 respectively as listed above. Therefore, strategies and activities will focus on supporting the safety and mental and social emotional well-being of Dahl students. Also as indicated on the 2022-2023 LCAP Staff Survey, 70% of Dahl staff feel that the intervention program provides social and emotional support for students. Among the strategies and activities that goal 2 will focus on will be the school-wide implementation of Second Step curriculum, MTSS for student academic and behavioral support, and further collaboration with the school site social worker to support and supplement the social-emotional learning (SEL) curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP 2022-2023 Survey	Baseline: 1.) 70%	Increase to: 1.) 74%
Suspension Rate per 2021-2022 CA School Dashboard	2.) 50%	2.) 54%
Chronic Absenteeism Rate per 2021-2022 CA School Dashboard	3.) 41%	3.) 45%
	4.) 70%	4.) 75%
	Baseline: 1.6% of students suspended in 2021-2022 school year	Decrease to: 1% of students suspended in 2023-2024 school year
	Baseline: 42% of students listed as chronically absent in 2021-22 school year	Decrease to: 20% of students listed as chronically absent in 2023-2024 school year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1.) Support Dahl's mission and vision by encouraging student voice and leadership activities through a Student Leadership Team (SLT) opportunities through the school year to solicit student feedback on school events and activities to promote school spirit and connectedness as well as to improve student attendance. Funding sources listed below to support school spirit activities as planned by the Student Leadership Team (SLT)	All students	1000 Donations 1000-1999: Certificated Personnel Salaries The SEAL Coach will provide assistance in implementing units, and encourage parent participation in gallery walks 1000-1999: Certificated Personnel Salaries Substitutes will be provided to teachers for training and/or continued unit development
2.2	2.) Contract with Little Heroes recess program for the 2023-2024 school year to empower students to be positive leaders on campus, to create a sense of confidence and ownership in them and provide outlets to help mentor and students students at recess and beyond through the program.	All students	40,000 District Funded 1000-1999: Certificated Personnel Salaries Teachers will attend district trainings offered throughout the year or PD outside the district. In addition, the TOSA will offer on site support for understanding curriculum and practicing effective instructional strategies
2.3	3.) Provide student leadership opportunities through the AAA Student Safety Patrol Ambassadors program for morning drop-off support that includes greeting families in the morning and walking students to classrooms when needed and thus promoting student connectedness ,safety and more for fluid traffic patterns and safety.	All students	500 Donations 1000-1999: Certificated Personnel Salaries A Site Tech will support staff when technology issues arise 5000-5999: Services And Other Operating Expenditures

			<p>Purchase license for Lexia Reading program and ST Math</p> <p>5000-5999: Services And Other Operating Expenditures Purchase lease and maintenance for copier machine to assist in maintaining communication and instruction</p> <p>4000-4999: Books And Supplies Maintain function of equipment or purchase to replace items</p>
2.4	4.) Continue to develop the Dahl School Big/Little Buddy classroom mentoring program to all grade levels to support literacy, school connectedness and attendance.	All students	<p>None Specified</p> <p>5000-5999: Services And Other Operating Expenditures Teachers will take students on educational field trips</p>
2.5	5.) Offer after school enrichment opportunities to students not enrolled in the CORAL program to increase school connectedness, spirit, and attendance. Opportunities can vary from art, science, physical education, etc.	All students	<p>1000 LCFF Concentration</p> <p>Once a maintenance order is submitted, a recheck regarding completion will occur 2 weeks later. If not complete the order will be resubmitted. Emergency/safety orders will be "fast tracked" with phone calls to district.</p>
2.6	6.) Deliver Second Step Social Emotional Learning curriculum to all TK-6th grade students on a daily basis. Funding sources to support additional Second Step curriculum related purchases and resources.	All students	500 General Fund
2.7	7.) Hire three classified staff members to supervise students during lunch recess to support student safety and positive school culture.	1st - 6th grade students	15,000 General Fund
2.8	8.) Support a positive school environment and student behaviors through the implementation of Multi-Tiered Systems of Support (MTSS). Funding sources below to support professional development for staff, student behavior recognition program and additional resources to support the implementation of the MTSS behavioral framework.	All students	4000 LCFF Concentration
2.9	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All students	150,000 Unrestricted

2.10	Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.	All students	40,000 Unrestricted
2.11	Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.		District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Engagement

- 1.) The percentage of Dahl parents/guardians who feel their children participate in high quality educational program as indicated by the 2022-2023 LCAP survey (per question 2, conditions of learning) will increase from 86% to 90% by June 2024.
- 2.) The percentage of Dahl parents/guardians who are satisfied with their child's access to art and music classes as indicated on the 2022-2023 LCAP survey (per question 3, conditions of learning) will increase from 94% to 96% by June 2024.
- 3.) The percentage of Dahl parents/guardians who feel their child's school provides high quality programs to help students learn English as indicated on the 2022-2023 LCAP survey (per question 7, conditions of learning) will increase from 98% to 99% by June 2024.
- 4.) The percentage of Dahl parents/guardians who feel that their child's school is safe as indicated on the 2022-2023 LCAP survey will increase from 85% to 87% by June 2024.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

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

As indicated on the 2022-2023 LCAP Parent Survey, 86% of Dahl parents/guardians feel their child participates in a high quality educational program. 94% of Dahl parents/guardians are satisfied with their child's access to art and music classes, and 98% feel that their child's school provides high quality programs to help students learn English. Dahl staff will work collaboratively with families to increase those Conditions of Learning percentages in support of advancing educational outcomes for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey 2022-2023	Baseline: 1.) 86% 2.) 94% 3.) 98% 4.) 85%	LCAP Survey (2023-2024) responses increase to: 1.) 90% 2.) 96% 3.) 99% 4.) 87%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1.) Employ a Vietnamese-speaking Community Assistant to communicate and engage parents in their child's educational experience	Students with Vietnamese speaking parents/guardians	<p>23,000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Community Assistant will conduct outreach services overseeing parent involvement projects, supervising parent leaders during trainings, and organizing meetings and events to increase parent participation</p> <p>Community Assistant will be the contact person for the Raising a Reader program</p> <p>Community Assistant will assist with organizing and training parents for the Los Dichos program and Parent Project Jr. classes</p> <p>Community Assistant will organize ELAC meetings</p> <p>Community assistant will collaborate with Principal in scheduling student assemblies and parent workshops</p>
3.2	2.) Actively invite and engage parents/guardians in joining and contributing to school groups (ex. Cafecitos, School Site Council (SSC), English Learning Advisory Committee (ELAC))	All students	<p>0 None Specified 2000-2999: Classified Personnel Salaries Translators will be provided for parents during conferences, IEPs and SST meetings</p> <p>5000-5999: Services And Other Operating Expenditures Purchase postage stamps for Panda postcards with positive messages sent home from teachers</p>

			<p>5000-5999: Services And Other Operating Expenditures Provide food for SSC and ELAC meetings</p> <p>5000-5999: Services And Other Operating Expenditures Provide food for special school events</p> <p>2000-2999: Classified Personnel Salaries Offer daycare when parents are in ESL classes</p>
3.3	3.) Continue to partner with First 5, Catholic Charities Family Resource Center (FRC) and Dahl Preschool to bridge the transition from preschool to Dahl TK and grade levels beyond. Funding sources below used to support print materials to support parent workshops.	All students	<p>100 General Fund 5000-5999: Services And Other Operating Expenditures Principal will carry a cell phone at all times to communicate with office staff, teachers and district personnel</p>
3.4	4.) Host English language (ESL) classes for parents	Students whose parents/guardians' primary language is a language other than English	<p>2000-2999: Classified Personnel Salaries Supervisors will be trained in safe and positive behavior support. Supervisors will reward students showing safe, positive and responsible behavior with incentive tickets</p>
3.5	5.) Offer parent informational meetings given by the Principal, Student Wellness Support Services (SWSS) and School Social Worker, to address the importance of school attendance for their children. Childcare and translation services to be offered to support parent attendance at these meetings.	All students	<p>3000 Title I 4000-4999: Books And Supplies Students will receive Perfect Attendance certificate and pencil 1000 Title I</p> <p>One K-3rd student and one 4th-6th grade student will be invited to have lunch with the Principal</p> <p>Perfect attendance names will be shared with entire student body during morning announcements</p>
3.6			<p>Participate in bi-monthly collaborative meetings with</p>

			<p>district SWSS department to address students with concerns</p> <p>Utilize progressive discipline approach for students</p> <p>5000-5999: Services And Other Operating Expenditures Provide positive behavior incentives and structure for struggling students</p> <p>5000-5999: Services And Other Operating Expenditures Offer positive behavior, anti-bullying assemblies to all students</p>
3.7			<p>1000-1999: Certificated Personnel Salaries Offer after school enrichment classes in a variety of areas, i.e. art, music, dance, drama, and/or sports to students in grades 1-6th on a 6-8 week rotational basis</p> <p>1000-1999: Certificated Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.4			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

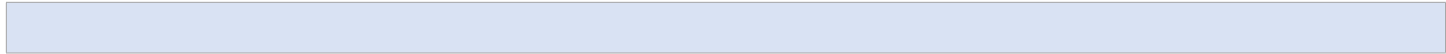
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$334,600.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$12,000.00

Subtotal of additional federal funds included for this school: \$12,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$50,000.00
Donations	\$1,500.00
General Fund	\$18,600.00
LCFF Concentration	\$17,500.00
LCFF Supplemental	\$45,000.00
None Specified	\$0.00
Unrestricted	\$190,000.00

Subtotal of state or local funds included for this school: \$322,600.00

Total of federal, state, and/or local funds for this school: \$334,600.00

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
Title I	28358	16,358.00
LCFF Supplemental	113454	68,454.00
LCFF Concentration	47360	29,860.00
General Fund	25425	6,825.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	50,000.00
Donations	1,500.00
General Fund	18,600.00
LCFF Concentration	17,500.00
LCFF Supplemental	45,000.00
None Specified	0.00
Title I	12,000.00
Unrestricted	190,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	235,000.00
1000-1999: Certificated Personnel Salaries	61,000.00
2000-2999: Classified Personnel Salaries	23,000.00
4000-4999: Books And Supplies	9,500.00
5000-5999: Services And Other Operating Expenditures	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	10,000.00
1000-1999: Certificated Personnel Salaries	District Funded	40,000.00
1000-1999: Certificated Personnel Salaries	Donations	1,500.00
	General Fund	16,500.00
4000-4999: Books And Supplies	General Fund	2,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	100.00
	LCFF Concentration	6,000.00
	LCFF Concentration	6,500.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	1,000.00
4000-4999: Books And Supplies	LCFF Concentration	4,000.00
	LCFF Supplemental	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	23,000.00
4000-4999: Books And Supplies	LCFF Supplemental	500.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
4000-4999: Books And Supplies	Title I	3,000.00
	Unrestricted	190,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,500.00
Goal 2	252,000.00

Goal 3

27,100.00

School Site Council Membership

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

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

Name of Members	Role
Vanessa Pacheco	Parent or Community Member
Tommy Lam	Parent or Community Member
Channey Phuongharath	Parent or Community Member
Leticia Torres	Parent or Community Member
Sandra Tovar	Parent or Community Member
Michelle Quilantang	Principal
Brianna Velazquez	Classroom Teacher
Lourdes Zuluaga	Classroom Teacher
Lynette Irvine	Classroom Teacher
Carmen Lopez	Other School Staff

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

Other: School Site Council

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 May 2, 2023.

Attested:



Principal, Michelle Quilantang on 5-2-23



SSC Chairperson, Lynette Irvine on 5-2-23

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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