



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Annie R Mitchell Elementary School	54-72256-6054704	May 23, 2024	June 18, 2024

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 Annie R Mitchell Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

We developed our SPSA based on the needs of our students through the LCAP to provide for the needs of our students.

At Annie R Mitchell Elementary School we developed the Single Plan for Student Achievement based on the needs of our students and families using academic and behavioral data and surveys. The school's plan is to use LCAP and Title 1 funding to attain our three goals: Academic Achievement, Student Behavior & Social Emotional Health, and Family Engagement.

For the 2024-25 school year, the ARM Team will focus on the following school goals...

1. All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, continuous staff development, and the effective integration of technology.
2. All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support.
3. Our community and families will actively support students and schools through empowerment, effective two-way communication, engagement, and collaboration.

So that all students can be college and career ready by the end of Grade 12, we will focus on Quality First Instruction by following grade-level priority standards, using guaranteed viable curriculum, targeting learning intentions and success criteria, creating deep student engagement, incorporating continuous assessment, and pacing instruction using data. We will also focus on Highly Effective Professional Learning Communities by establishing foundations in PLC teams, using SMART Goals, examining student data, and creating actionable next steps for learning and instruction.

Our school will focus on Balanced Literacy and Balanced Math while embedding English Language Development strategies and differentiating instruction. Instruction will be intentional and differentiated to meet the needs of all students. Our team will continue to work with students on developing social emotional skills through class meetings, small groups, and whole group.

Educational Partner Involvement

How, when, and with whom did your Annie R Mitchell 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

SSC meets regularly to discuss site's progress at meeting our goals. SSC will meet in May to approve the 2024-25 SPSA. The SPSA is also shared with PTA, ELAC and teachers.

Annie R. Mitchell Elementary School understands the importance of including all stakeholders in the process of developing and monitoring our school plan and budget.

Parents are encouraged to be a part of our school planning in the following ways:

- participate in reviewing data from surveys
- attend Family Events including Back to School / Open House
- become a member of our School Site Council
- attend Family events (e.g., meetings focusing on areas such as technology, social media safety, literacy)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings
- parents of students are invited to attend informational parent trainings during the school year, some specific to our ELL population.
- parents are encouraged to participate in PTA as a volunteer for events, as well as attend PTA sponsored family activities.

Parents are made aware of these opportunities through weekly tele-parent (Blackboard)/emails, school website, marquee messages, Class DOJO App, Facebook, and classroom newsletters.

Annie R. Mitchell Elementary School will be implementing a yearly school survey for parents mid-year and a school climate survey for staff, families, and students at the end of the in school year. Our SPSA and accompanying budgets are shared with the School Site Council, our English Learner Advisory Committee, and teachers while being developed to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the following school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

N/A

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.

Suspensions: All students, Students w/Disabilities, Socioeconomically Disadvantaged, English Learners, Asian

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.

none

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 Annie R Mitchell 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	0.3%	0.41%	0.13%	2	3	1
African American	0.1%	0.14%	0.77%	1	1	6
Asian	3.7%	4.65%	4.6%	27	34	36
Filipino	0.7%	0.55%	1.15%	5	4	9
Hispanic/Latino	73.1%	73.46%	73.69%	535	537	577
Pacific Islander	0.3%	0.55%	0.89%	2	4	7
White	15.2%	13.27%	13.03%	111	97	102
Multiple/No Response	2.1%	2.33%	2.43%	15	17	19
Total Enrollment				732	731	783

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	100	116	126
Grade 1	109	82	103
Grade 2	102	113	94
Grade3	109	107	115
Grade 4	104	108	110
Grade 5	102	109	118
Grade 6	106	96	117
Total Enrollment	732	731	783

Conclusions based on this data:

1. The number of students per grade is increasing over time.
2. Growth to our site has required us to outpace students primarily in the primary grades (K, 1st, and 2nd).
3. ARM serves a very diverse ethnic and socio-economic population.

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)	168	176	194	23.00%	24.1%	24.8%
Fluent English Proficient (FEP)	36	27	27	4.90%	3.7%	3.4%
Reclassified Fluent English Proficient (RFEP)	8			4.8%		

Conclusions based on this data:

1. ELD targeted instruction; we have been able to redesignate students because of their ELA improvement in class and on CAASPP.
2. The number of EL students has increased over time.
3. Approximately 25% of the student population are emerging bilingual students.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	115	116	11	114	114	11	114	114	10.2	99.1	98.3
Grade 4	107	118	114	15	117	113	15	117	113	14.0	99.2	99.1
Grade 5	104	113	117	12	111	116	12	111	116	11.5	98.2	99.1
Grade 6	106	89	124	23	84	122	23	84	122	21.7	94.4	98.4
All Grades	425	435	471	61	426	465	61	426	465	14.4	97.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2418.	2378.	2395.	27.27	13.16	16.67	9.09	16.67	21.93	36.36	21.93	19.30	27.27	48.25	42.11
Grade 4	2440.	2425.	2433.	0.00	19.66	16.81	40.00	17.09	21.24	33.33	17.95	18.58	26.67	45.30	43.36
Grade 5	2486.	2463.	2487.	25.00	9.91	15.52	8.33	23.42	32.76	41.67	25.23	24.14	25.00	41.44	27.59
Grade 6	2514.	2509.	2511.	21.74	7.14	13.93	21.74	35.71	28.69	30.43	30.95	28.69	26.09	26.19	28.69
All Grades	N/A	N/A	N/A	18.03	12.91	15.70	21.31	22.30	26.24	34.43	23.47	22.80	26.23	41.31	35.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	12.28	13.16	*	55.26	61.40	*	32.46	25.44
Grade 4	*	18.80	13.27	*	52.99	59.29	*	28.21	27.43
Grade 5	*	9.01	15.52	*	67.57	61.21	*	23.42	23.28
Grade 6	*	19.05	14.75	*	55.95	55.74	*	25.00	29.51
All Grades	18.03	14.55	14.19	63.93	57.98	59.35	18.03	27.46	26.45

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	*	7.02	8.77	*	50.88	47.37	*	42.11	43.86
Grade 4	*	7.69	7.08	*	52.14	49.56	*	40.17	43.36
Grade 5	*	9.91	18.97	*	58.56	56.90	*	31.53	24.14
Grade 6	*	4.76	9.02	*	66.67	56.56	*	28.57	34.43
All Grades	14.75	7.51	10.97	59.02	56.34	52.69	26.23	36.15	36.34

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	*	2.63	8.77	*	76.32	73.68	*	21.05	17.54
Grade 4	*	11.11	7.96	*	64.10	69.91	*	24.79	22.12
Grade 5	*	7.21	12.07	*	71.17	75.86	*	21.62	12.07
Grade 6	*	22.62	10.66	*	64.29	79.51	*	13.10	9.84
All Grades	13.11	10.09	9.89	68.85	69.25	74.84	18.03	20.66	15.27

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	*	9.65	13.16	*	57.02	62.28	*	33.33	24.56
Grade 4	*	9.40	13.27	*	65.81	66.37	*	24.79	20.35
Grade 5	*	9.91	9.48	*	58.56	72.41	*	31.53	18.10
Grade 6	*	7.14	14.75	*	77.38	67.21	*	15.48	18.03
All Grades	18.03	9.15	12.69	65.57	63.85	67.10	16.39	27.00	20.22

Conclusions based on this data:

1. All grade levels in each subject area have been increasing in "at or near" standard. The number of below standard students are decreasing. We have also increased the number of students in the advanced category.
2. Distance from 3: the past three years we have moved students from below standard to at or near standard.
3. Goals for improvement: continue professional development in the areas of reading and writing.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	115	116	11	114	115	11	114	115	10.2	99.1	99.1
Grade 4	107	118	114	16	117	113	16	117	113	15.0	99.2	99.1
Grade 5	104	113	116	11	111	116	11	111	116	10.6	98.2	100.0
Grade 6	106	89	124	23	84	122	23	84	122	21.7	94.4	98.4
All Grades	425	435	470	61	426	466	61	426	466	14.4	97.9	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2424.	2382.	2403.	9.09	8.77	13.04	45.45	20.18	23.48	18.18	25.44	23.48	27.27	45.61	40.00
Grade 4	2431.	2438.	2443.	0.00	7.69	11.50	37.50	24.79	23.89	25.00	29.91	25.66	37.50	37.61	38.94
Grade 5	2478.	2456.	2468.	0.00	8.11	10.34	36.36	9.01	14.66	27.27	31.53	33.62	36.36	51.35	41.38
Grade 6	2497.	2510.	2495.	13.04	19.05	18.85	21.74	22.62	15.57	26.09	22.62	19.67	39.13	35.71	45.90
All Grades	N/A	N/A	N/A	6.56	10.33	13.52	32.79	19.01	19.31	24.59	27.70	25.54	36.07	42.96	41.63

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	*	10.53	14.78	*	42.98	53.04	*	46.49	32.17
Grade 4	*	13.68	21.24	*	47.01	44.25	*	39.32	34.51
Grade 5	*	5.41	11.21	*	45.95	41.38	*	48.65	47.41
Grade 6	*	26.19	19.67	*	39.29	36.89	*	34.52	43.44
All Grades	19.67	13.15	16.74	39.34	44.13	43.78	40.98	42.72	39.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	9.65	15.65	*	44.74	46.09	*	45.61	38.26
Grade 4	*	9.40	9.73	*	49.57	48.67	*	41.03	41.59
Grade 5	*	9.01	8.62	*	45.95	50.86	*	45.05	40.52
Grade 6	*	11.90	9.02	*	51.19	45.08	*	36.90	45.90
All Grades	11.48	9.86	10.73	50.82	47.65	47.64	37.70	42.49	41.63

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	*	8.77	17.39	*	56.14	50.43	*	35.09	32.17
Grade 4	*	8.55	14.16	*	62.39	52.21	*	29.06	33.63
Grade 5	*	1.80	9.48	*	65.77	65.52	*	32.43	25.00
Grade 6	*	14.29	7.38	*	61.90	63.11	*	23.81	29.51
All Grades	9.84	7.98	12.02	68.85	61.50	57.94	21.31	30.52	30.04

Conclusions based on this data:

1. 3rd, 4th, & 5th grade students are improving in mathematics. We have more students in the "at or above" range.
2. Over 98% of students are completing the CAASPP test.
3. Math Practices are being used across all grade levels and subjects. Math groups and RTI have been implemented.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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	1378.1	1428.8	1418.7	1390.3	1433.3	1424.6	1349.2	1417.9	1404.7	28	25	24
1	1420.6	1421.4	1437.0	1440.2	1442.3	1445.5	1400.7	1399.9	1427.8	31	17	19
2	1474.0	1471.0	1462.2	1481.7	1481.7	1461.0	1465.9	1460.0	1463.0	25	29	21
3	1475.9	1487.9	1472.5	1464.0	1495.9	1466.6	1487.2	1479.4	1477.9	29	31	29
4	1499.8	1500.2	1512.7	1493.7	1494.2	1503.9	1505.4	1505.6	1521.2	31	31	28
5	1497.7	1508.2	1523.7	1494.5	1502.9	1513.2	1500.2	1513.1	1533.7	21	29	29
6	1511.7	1505.8	1539.0	1505.3	1527.3	1528.9	1517.8	1483.3	1548.5	19	12	28
All Grades										184	174	178

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	3.57	20.00	12.50	17.86	32.00	16.67	42.86	32.00	66.67	35.71	16.00	4.17	28	25	24
1	3.23	0.00	0.00	22.58	23.53	36.84	41.94	35.29	31.58	32.26	41.18	31.58	31	17	19
2	0.00	13.79	9.52	48.00	34.48	28.57	52.00	37.93	38.10	0.00	13.79	23.81	25	29	21
3	6.90	9.68	10.34	31.03	41.94	17.24	44.83	38.71	44.83	17.24	9.68	27.59	29	31	29
4	9.68	16.13	17.86	41.94	29.03	53.57	35.48	41.94	17.86	12.90	12.90	10.71	31	31	28
5	14.29	10.34	20.69	28.57	31.03	51.72	23.81	44.83	13.79	33.33	13.79	13.79	21	29	29
6	10.53	8.33	28.57	31.58	16.67	42.86	42.11	50.00	21.43	15.79	25.00	7.14	19	12	28
All Grades	6.52	12.07	15.17	31.52	31.61	35.96	40.76	39.66	32.58	21.20	16.67	16.29	184	174	178

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	7.14	12.00	12.50	14.29	48.00	20.83	42.86	20.00	62.50	35.71	20.00	4.17	28	25	24
1	9.68	0.00	5.26	29.03	35.29	36.84	51.61	52.94	52.63	9.68	11.76	5.26	31	17	19
2	12.00	27.59	9.52	64.00	24.14	33.33	24.00	37.93	42.86	0.00	10.34	14.29	25	29	21
3	17.24	29.03	13.79	34.48	45.16	37.93	24.14	19.35	20.69	24.14	6.45	27.59	29	31	29
4	19.35	16.13	35.71	51.61	51.61	46.43	19.35	19.35	14.29	9.68	12.90	3.57	31	31	28
5	33.33	27.59	34.48	28.57	48.28	44.83	14.29	20.69	13.79	23.81	3.45	6.90	21	29	29
6	21.05	25.00	50.00	47.37	41.67	35.71	21.05	33.33	7.14	10.53	0.00	7.14	19	12	28
All Grades	16.30	20.69	24.72	38.04	42.53	37.08	29.35	27.01	28.09	16.30	9.77	10.11	184	174	178

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	3.57	12.00	8.33	10.71	20.00	16.67	32.14	52.00	58.33	53.57	16.00	16.67	28	25	24
1	0.00	0.00	0.00	16.13	5.88	42.11	29.03	29.41	21.05	54.84	64.71	36.84	31	17	19
2	4.00	6.90	0.00	36.00	31.03	38.10	36.00	31.03	28.57	24.00	31.03	33.33	25	29	21
3	0.00	3.23	6.90	27.59	9.68	17.24	48.28	54.84	31.03	24.14	32.26	44.83	29	31	29
4	3.23	6.45	10.71	32.26	29.03	46.43	29.03	35.48	25.00	35.48	29.03	17.86	31	31	28
5	9.52	6.90	13.79	14.29	24.14	27.59	28.57	31.03	34.48	47.62	37.93	24.14	21	29	29
6	5.26	8.33	14.29	21.05	0.00	28.57	42.11	25.00	42.86	31.58	66.67	14.29	19	12	28
All Grades	3.26	6.32	8.43	22.83	19.54	30.34	34.78	38.51	34.83	39.13	35.63	26.40	184	174	178

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	7.14	32.00	20.83	64.29	56.00	66.67	28.57	12.00	12.50	28	25	24
1	16.13	35.29	31.58	74.19	52.94	63.16	9.68	11.76	5.26	31	17	19
2	20.00	20.69	19.05	80.00	68.97	71.43	0.00	10.34	9.52	25	29	21
3	27.59	32.26	17.24	58.62	58.06	55.17	13.79	9.68	27.59	29	31	29
4	35.48	51.61	42.86	61.29	35.48	53.57	3.23	12.90	3.57	31	31	28
5	23.81	6.90	20.69	61.90	82.76	75.86	14.29	10.34	3.45	21	29	29
6	21.05	16.67	10.71	73.68	66.67	75.00	5.26	16.67	14.29	19	12	28
All Grades	21.74	28.74	23.03	67.39	59.77	65.73	10.87	11.49	11.24	184	174	178

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	7.14	8.00	4.17	42.86	68.00	75.00	50.00	24.00	20.83	28	25	24
1	6.45	0.00	5.26	77.42	76.47	68.42	16.13	23.53	26.32	31	17	19
2	24.00	31.03	19.05	76.00	48.28	57.14	0.00	20.69	23.81	25	29	21
3	24.14	54.84	17.24	44.83	29.03	48.28	31.03	16.13	34.48	29	31	29
4	29.03	22.58	35.71	48.39	64.52	53.57	22.58	12.90	10.71	31	31	28
5	42.86	65.52	41.38	14.29	24.14	48.28	42.86	10.34	10.34	21	29	29
6	26.32	50.00	60.71	57.89	33.33	32.14	15.79	16.67	7.14	19	12	28
All Grades	21.74	34.48	28.09	52.72	48.28	53.37	25.54	17.24	18.54	184	174	178

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	3.57	16.00	8.33	64.29	60.00	62.50	32.14	24.00	29.17	28	25	24
1	6.45	0.00	21.05	38.71	29.41	31.58	54.84	70.59	47.37	31	17	19
2	4.00	3.45	4.76	64.00	62.07	52.38	32.00	34.48	42.86	25	29	21
3	3.45	3.23	0.00	68.97	58.06	44.83	27.59	38.71	55.17	29	31	29
4	9.68	6.45	10.71	51.61	61.29	67.86	38.71	32.26	21.43	31	31	28
5	4.76	17.24	24.14	52.38	41.38	41.38	42.86	41.38	34.48	21	29	29
6	5.26	8.33	21.43	36.84	8.33	42.86	57.89	83.33	35.71	19	12	28
All Grades	5.43	8.05	12.92	54.35	50.57	49.44	40.22	41.38	37.64	184	174	178

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	14.29	28.00	41.67	28.57	56.00	33.33	57.14	16.00	25.00	28	25	24
1	0.00	0.00	0.00	58.06	58.82	72.22	41.94	41.18	27.78	31	17	18
2	4.00	13.79	14.29	84.00	58.62	71.43	12.00	27.59	14.29	25	29	21
3	10.34	6.45	13.79	75.86	77.42	65.52	13.79	16.13	20.69	29	31	29
4	6.45	9.68	17.86	74.19	70.97	64.29	19.35	19.35	17.86	31	31	28
5	9.52	3.45	20.69	52.38	75.86	68.97	38.10	20.69	10.34	21	29	29
6	10.53	0.00	25.00	73.68	66.67	71.43	15.79	33.33	3.57	19	12	28
All Grades	7.61	9.77	19.77	63.59	67.24	63.84	28.80	22.99	16.38	184	174	177

Conclusions based on this data:

- 51% of the 178 students tested scored an Overall 3 or 4.

2. A vast majority of EL students are in the Somewhat/Moderately category.
3. Almost 47% of our ELL population scored an Overall 1 or 2. We also enrolled several newcomers during the 23-24 school year.

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
783	70	24.8	0.9
Total Number of Students enrolled in Annie R Mitchell 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	194	24.8
Foster Youth	7	0.9
Homeless	21	2.7
Socioeconomically Disadvantaged	548	70
Students with Disabilities	81	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian	1	0.1
Asian	36	4.6
Filipino	9	1.1
Hispanic	577	73.7
Two or More Races	19	2.4
Pacific Islander	7	0.9
White	102	13

Conclusions based on this data:

- 1. We have a high population of socioeconomically disadvantaged: 70%.
- 2. We have a high population of English Learners: 25%
- 3. Most of our EL students are Hispanic.

School and Student Performance Data






Overall Performance

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2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

- Our ELA Dashboard for all students is Yellow (23.2 points below standard).
- Our Math Dashboard for all students is Yellow (44.2 points below standard).
- Our Suspension Rate for all students is RED (very high) with 3.6% suspended at least one day. The students with disabilities had the highest rates. Our Attendance Rate for all students is Yellow with 23.3% chronically absent.

School and Student Performance Data

Academic Performance English Language Arts

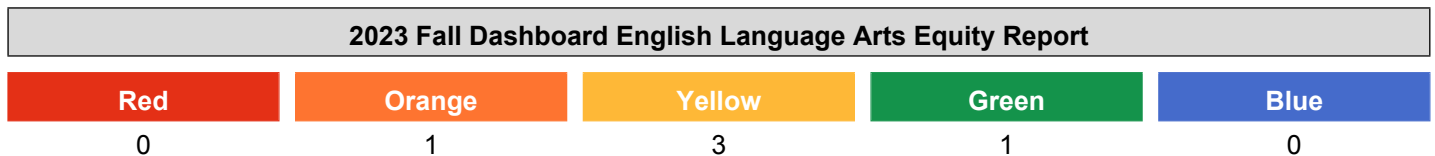
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 23.2 points below standard Increased Significantly +16.1 points 434 Students	English Learners Yellow 41.7 points below standard Increased Significantly +26.6 points 134 Students	Foster Youth Less than 11 Students 2 Students
Homeless 77.4 points below standard 11 Students	Socioeconomically Disadvantaged Yellow 32.5 points below standard Increased +11 points 328 Students	Students with Disabilities Orange 128.3 points below standard Increased +10 points 58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	19.3 points above standard Increased Significantly +20.5 points 20 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.7 points below standard Increased +8.9 points 322 Students	14.5 points below standard 12 Students	Less than 11 Students 3 Students	 Green 5.4 points above standard Increased Significantly +56.5 points 53 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
64.7 points below standard Increased +14.4 points 108 Students	53.9 points above standard Increased Significantly +40.5 points 26 Students	16.6 points below standard Increased +13.4 points 291 Students

Conclusions based on this data:

1. Our English Learner students are scoring LOW -- 64.7 points below standard.
2. Our SPED students are scoring VERY LOW -- 128.3 points below standard
3. All groups increased in points.

School and Student Performance Data

Academic Performance Mathematics

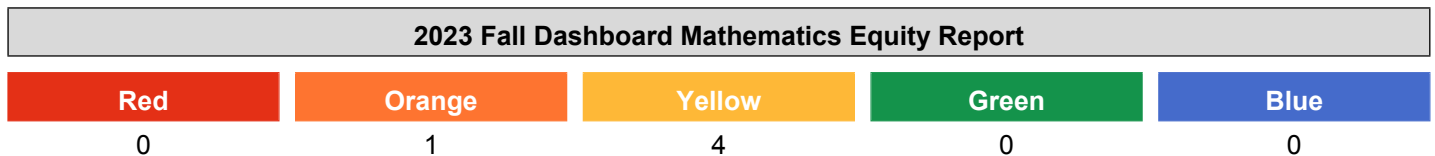
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Yellow 44.2 points below standard Increased +7 points 434 Students	English Learners  Yellow 62.3 points below standard Increased +6.8 points 134 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Yellow 50.8 points below standard Increased +8.5 points 328 Students	Students with Disabilities  Orange 133 points below standard Increased Significantly +17.3 points 58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 1 Student	4.3 points above standard Increased Significantly +19.7 points 20 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.6 points below standard Increased +4.7 points 322 Students	53.1 points below standard 12 Students	Less than 11 Students 3 Students	 Yellow 26.4 points below standard Increased Significantly +17.1 points 53 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
80.6 points below standard Maintained -1.7 points 108 Students	13.7 points above standard Increased +7.5 points 26 Students	38 points below standard Increased +9.2 points 291 Students

Conclusions based on this data:

1. Our English Learner students scored LOW -- 62.3 points below standard. Reclassified EL students scored above standard.
2. Our SPED students scored VERY LOW -- 133 points below but as a group they had a 17.3 point increase.
3. All groups increased in points with current English Learners maintaining.

School and Student Performance Data

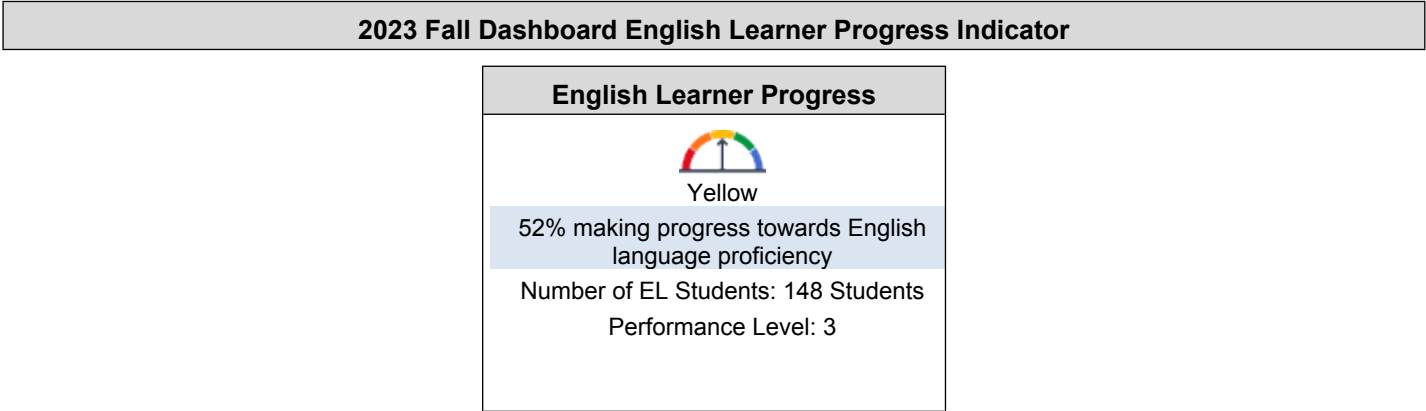
Academic Performance English Learner Progress

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



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

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	44	0	77

Conclusions based on this data:

1. 52% of EL students progressed at least one level on the ELPAC.
2. The overall performance level of EL students on the ELPAC was a performance level 3.
3. 37 Emerging Bilingual students decreased by one level, 44 maintained they level of English proficiency, and 77 progressed one level. Reclassified students are celebrated with a medal ceremony.

School and Student Performance Data

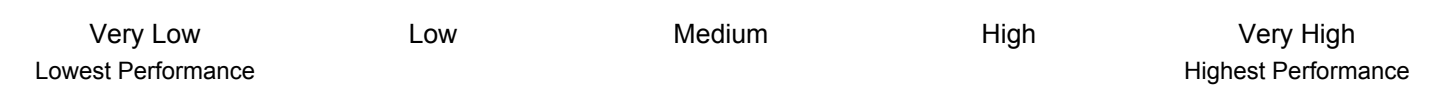
Academic Performance College/Career Report

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

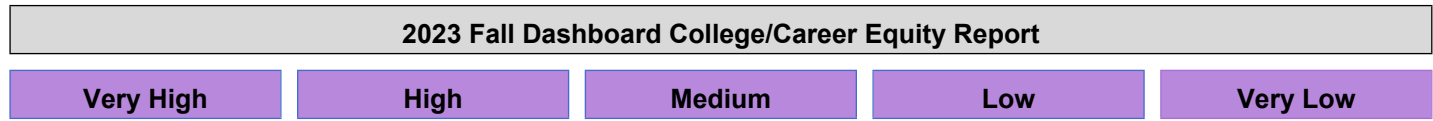
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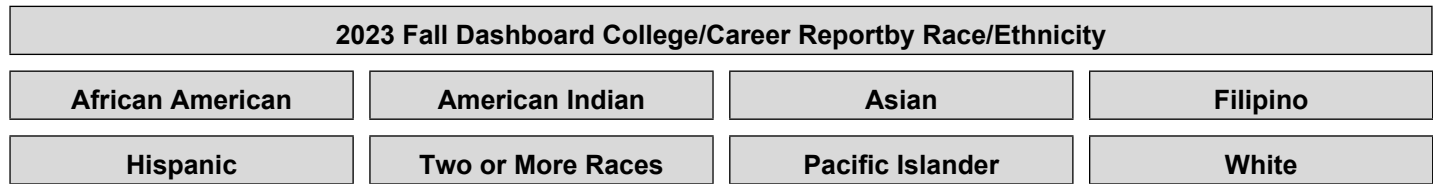
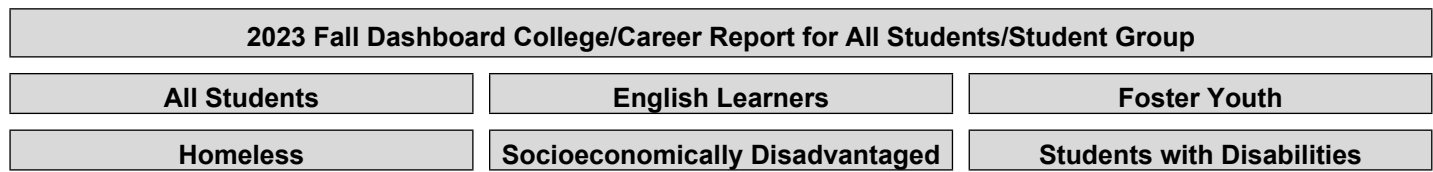
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

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.

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.

2023 Fall Dashboard Chronic Absenteeism Equity Report







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 23.3% Chronically Absent Declined Significantly -9.9 834 Students	 Yellow 21.4% Chronically Absent Declined Significantly -9.6 206 Students	Less than 11 Students 10 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
26.5% Chronically Absent Declined -23.5 34 Students	 Yellow 25.3% Chronically Absent Declined Significantly -11.7 601 Students	 Orange 25.2% Chronically Absent Declined -26.3 107 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian Less than 11 Students 1 Student	Asian  Green 8.3% Chronically Absent Declined -2.5 36 Students	Filipino Less than 11 Students 10 Students
Hispanic  Yellow 24.7% Chronically Absent Declined Significantly -10.5 615 Students	Two or More Races  Yellow 16.7% Chronically Absent Declined -14.7 48 Students	Pacific Islander Less than 11 Students 7 Students	White  Orange 22.7% Chronically Absent Declined -6.8 110 Students

Conclusions based on this data:

- Overall, 23% of our students are chronically absent (missing over 10% of the school year).
- Across all groups, absenteeism has improved.
- All student groups have declined to declined significantly using attendance incentives, family involvement, classroom competitions, and more.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

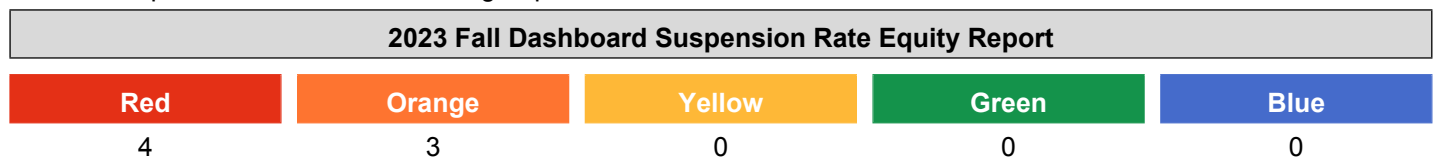
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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 3.6% suspended at least one day Increased Significantly 2.7 850 Students	English Learners Red 3.4% suspended at least one day Increased Significantly 3.4 208 Students	Foster Youth 0% suspended at least one day 11 Students
Homeless 5.9% suspended at least one day Increased 5.9 34 Students	Socioeconomically Disadvantaged Red 4.4% suspended at least one day Increased Significantly 3.6 611 Students	Students with Disabilities Red 8.3% suspended at least one day Increased 6.3 108 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian Less than 11 Students 2 Students	Asian  Red 11.1% suspended at least one day Increased 11.1 36 Students	Filipino Less than 11 Students 10 Students
Hispanic  Orange 3.2% suspended at least one day Increased 2 626 Students	Two or More Races  Orange 4.1% suspended at least one day Increased 4.1 49 Students	Pacific Islander Less than 11 Students 7 Students	White  Orange 3.5% suspended at least one day Increased 2.6 113 Students

Conclusions based on this data:

1. Our suspensions are high -- 3.6% of students suspended at least 1 day per school year.
2. Our suspensions were highest in the SPED (8.3%) and Asian (11%) groups.
3. Our suspensions were highest in the Students with Disabilities Group (8.3%).

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.

To increase student academic achievement in English Language Arts, Math, and Science

Improve student academic success at ARM by focusing on ELA, and English development focusing on the I-Ready, BAS, and CAASPP data, and Mathematic skills on the I-Ready and CAASPP data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, continuous staff development, and the effective integration of technology.

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.

None

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
CAASP Dashboard-ELA	All Students 23.2 points below the standard English Learners: 41.7 points below standard Hispanic: 29.7 points below standard White: 5.4 points above standard Socioeconomically Disadvantaged: 32.5 points below standard SWD: 128.3 points below standard	All Students 18.2 points below the standard English Learners: 36.7 points below standard Hispanic: 24.7 points below standard White: 10.4 points above standard Socioeconomically Disadvantaged: 27.5 points below standard SWD: 123.3 points below standard
CAASP Dashboard-MATH	All Students 44.2 points below the standard English Learners: 62.3 points below standard Hispanic: 49.6 points below standard White: 26.4 points below standard Socioeconomically Disadvantaged: 50.8 points below standard SWD: 133 points below standard	All Students 39.2 points below the standard. English Learners: 57.3 points below standard. Hispanic: 44.6 points below standard. White: 21.4 points below standard Socioeconomically Disadvantaged: 45.8 points below standard SWD: 128 points below standard
i-Ready Reading (Diagnostic #2)	K-6th: 38% On / Above Grade Level 38% One Grade Level Below 24% Two or More Grade Levels Below K: 55% On or Above Grade Level 1: 33% On or Above Grade Level 2: 44% On or Above Grade Level	K-6th: 43% On / Above Grade Level 44% One Grade Level Below 13% Two or More Grade Levels Below K: 60% On or Above Grade Level 1: 38% On or Above Grade Level 2: 49% On or Above Grade Level

	3: 46% On or Above Grade Level 4: 29% On or Above Grade Level 5: 30% On or Above Grade Level 6: 32% On or Above Grade Level	3: 51% On or Above Grade Level 4: 34% On or Above Grade Level 5: 35% On or Above Grade Level 6: 37% On or Above Grade Level
i-Ready Math (Diagnostic #2)	K-6th: 26% On / Above Grade Level 51% One Grade Level Below 23% Two or More Grade Levels Below K: 31 % On or Above Grade Level 1: 19% On or Above Grade Level 2: 17% On or Above Grade Level 3: 29% On or Above Grade Level 4: 25% On or Above Grade Level 5: 26% On or Above Grade Level 6: 37% On or Above Grade Level	K-6th: 31% On / Above Grade Level 56% One Grade Level Below 13% Two or More Grade Levels Below K: 36% On or Above Grade Level 1: 24% On or Above Grade Level 2: 22% On or Above Grade Level 3: 34% On or Above Grade Level 4: 30% On or Above Grade Level 5: 31% On or Above Grade Level 6: 42% On or Above Grade Level
BAS-Reading (February 2024) K-2nd	K: 25% Meets/Exceeds, 20% Approaching, 55% Doesn't Meet 1st: 29% Meets/Exceeds, 9% Approaching, 62% Doesn't Meet 2nd: 32% Meets/Exceeds, 8% Approaching, 41% Doesn't Meet	K: 30% Meets/Exceeds, 25% Approaching, 45% Doesn't Meet 1st: 34% Meets/Exceeds, 14% Approaching, 52% Doesn't Meet 2nd: 37% Meets/Exceeds, 13% Approaching, 31% Doesn't Meet
Dashboard: EL Learner Progress (ELPAC)	52% Making Progress 1.3% Maintained 18.2% Decreased	57% Making Progress 6.3% Maintained 8.2% Decrease
Dashboard: CAASPP-Science (CAST) 5th Grade	30% Meets/Exceeds 48% Nearly Met 22% Not Met	35% Meets/Exceeds 53% Nearly Meets 12% Not Met

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	Metric	Proposed Expenditures
1.1	School Library: Provide a range of new books for student check out in the library.	Students with Disabilities Socioeconomically Disadvantaged English Learners	CAASPP ELA data & I-Ready Reading Data including Culture & Climate Survey Data	5000 Title I Materials & Supplies - 43000
1.2	Instructional Printing, Rental, Leases, & Repairs for Copiers and Printers	Students with Disabilities Socioeconomically Disadvantaged English Learners	CAASPP ELA and Math Data I-Ready ELA and Math Scores	5500 Title I Rental/Lease - 56000
1.3	PLC Professional Learning Instructional Rounds to learn new teaching	Students with Disabilities	CAASPP, I-Ready,	4000 Title I

	strategies. Data Drive Instruction including sub coverage for teachers to observe or participate in goal setting meetings and teacher timesheets for professional learning opportunities and support as directed by administration, site coaches, Guiding Coalition Team, and Instructional Team.	Socioeconomically Disadvantaged English Learners		Substitutes - 11002
1.4	After School Intervention: Provide systematic and reliable access to academic support through RtI Extended Day with intervention provided by teachers paid on a timesheet.	All Students with Disabilities Socioeconomically Disadvantaged English Learners	CAASPP, I-Ready, BAS,	6000 Title I Teacher Hourly - 11000
1.5	Supplemental Science Tool for students and teachers including K-6th grade license for Generation Genius Science.	All Students with Disabilities Socioeconomically Disadvantaged English Learners	CAST	1500 Title I Entry Fees/Consultants - 58000
1.6	Paraprofessionals in the classroom to increase student achievement by providing intense support in the classrooms during literacy blocks supporting reading, phonics, and math	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-ready Reading, I-ready phonics and phonemic awareness, BAS, I-ready math	83964 Title I Contracted Classified S & B - 29000
1.7	Supplemental Instructional Technology for primary grades including but not limited to Starfall license and Heggerty phonics license	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, BAS	1000 LCAP Materials & Supplies - 43000
1.8	AVID Materials to support AVID strategies for writing, inquiry, collaboration, organization, and reading including non-fiction text or books and materials required for organization (binders, pencils, pens, dividers, paper, pencil pouches) -- upper grades	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP	1000 Title I Materials & Supplies - 43000
1.9	Instructional printing of supplemental materials through the VUSD Print Shop -- Teacher grade level teams will work together to place orders and Coaches will order testing materials and posters required including BAS, Foundations, Writing, phonics cards, and more.	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP, BAS	2500 Title I Printing - 57101
1.11	Purchase a range of supplemental reading books for students by building classroom libraries including texts for shared reading books, guided reading books, books clubs, and phonics books.	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP, BAS	500 Title I Materials & Supplies - 43000

1.12	Instructional Supplemental Materials for the Classrooms to implement balanced literacy (ie. writer's notebooks, reading book bags, reading boxes, etc.) and balanced math materials (ie. fraction tiles, base 10 blocks, math journals, etc.)	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP, BAS	1620 Title I Materials & Supplies - 43000
1.13	Supplies for Professional Development Materials and Books	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP, BAS	500 Title I Materials & Supplies - 43000
1.14	Extended Learning -- Opportunity for faculty to extend their learning at conferences (ie. TCOE Tech Rodeo, CUE Conference, TCOE trainings)	All students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP, BAS	500 Title I Conference & Mileage - 52000
1.15	Professional and Consulting fees and supplies for school teams like Science Olympiad, Student Leadership, and other student activities to encourage participation, life skills, and exploration	Students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP	1000 LCAP Entry Fees/Consultants - 58000
1.16	I-Ready Incentives for students meeting academic goals set by faculty	Students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready	3390 LCAP Materials & Supplies - 43000
1.17	Technology -- Equipment needed for students to learn and teachers to provide instruction using chromebooks, I-pads, or computers (ie. headphones, digital pens, etc)	Students with Disabilities Socioeconomically Disadvantaged English Learners	I-Ready, CAASPP	2500 LCAP Materials & Supplies - 43000

Annual Review

SPSA Year Reviewed: 2023-24

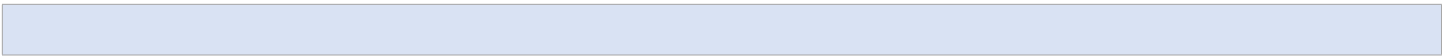
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

Improve Student Behavior and Social Emotional Health

The goal will focus on increasing academic engagement (absence rate) and decrease the suspension rate by improving the culture and climate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support

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.

Suspensions: All Students, SWD, SED, EL, Asian

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
Attendance CA Dashboard (2022-23) Chronic Absenteeism	All Students: 23.3% English Learners: 21% Hispanic: 24.7% SED: 25% SWD: 25.2% White: 22.7%	All students: 18% English Learners: 16% Hispanic: 19% SED 20% SWD: 20% White 17%
Chronic Absenteeism Rates	As of 1/2024: All student Chronic Absenteeism Rate: 13%	As of 1/2025: All student Chronic Absenteeism Rate: 8%
Dashboard: Suspension Rate	CA Dashboard (# of students suspended) All Students: 3.6% English Learners: 3.4% Hispanic: 3.2% SED: 4.4% SWD: 8.3% White: 3.5% Power School Suspension Dashboard (Aug - April 2024 = 2.6%) Suspension Recidivism Rate (Aug-April 2024 = 18%)	CA Dashboard (# of students suspended) All students: 2.6% English Learners: 2.4% Hispanic: 2.2% SED: 3.4% SWD: 7.3% White: 2.5% Power School: Suspension Dashboard (August-April 2025 = 1.6%) Suspension Recidivism Rate (August-April 2025 = 10%)
Expulsion Rate	2022-23: 3 Expulsions	None

	Aug 2023-April 2024: 0 Expulsions	
Staff Survey	March 2024 Staff Meeting Feedback on CA Dashboard & SPSA Staff Survey in May 2024	<ul style="list-style-type: none"> -Increase Opportunities for Structured Activities & Culture & Climate Activities for Students, Staff and Families -Library to be Available to Students During Recesses & Unstructured Times
Student Survey	Student Survey in April 2024	
Attendance Daily Rate (Number of Days Absent in Power School)	2022-23 Aug-April= 8466 and (August-May = 9648) 2023-24 Aug-April= 7603	2023-24 August-May = 7700

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	Metric	Proposed Expenditures
2.1	Provide systematic and reliable access to services that support social and emotional development; Principal, Assistant Principal, Behavior Intervention Technician, Psychologist, and Counselor to support multi-tiered system of supports for behaviors; support students in crisis situations; and provide social/emotional learning groups and supports, including check in/checkout, 3 R's Groups, Kindness Week, etc.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Students with Disabilities Asian	Power School Incidents (State Reported and Local Use Codes) & Suspension Rate	District Services
2.2	Provide weekly check-in check-outs with the Tier 2 team for students with disabilities on a Behavior Plan. Back to School Student Interest Survey with the Tier 2 team for 3rd-6th grade students with disabilities. (students in the red group)	Students with Disabilities	Dashboard Suspension Rate & Power School Incidents-Students with Disabilities	
2.3	Equipment -- To provide equipment, incentives and materials for recesses including equipment and materials for structured recess and inter mural sports based on student interest to increase student involvement in activities outside the classroom.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Students with Disabilities Asian	Dashboard Suspension Rate & Power School Incident Rate	6900 LCAP Materials & Supplies - 43000

2.4	Copies of materials: copier lease, maintenance, classroom printer service, toner (including materials for behavior, academic, and social emotional support including materials for social emotional lessons whole group and small group, for the Culture & Climate Team to improve behavior and connections to school, the Cultural Proficiency Team to increase equity and cultural proficiency for all, and Tier 2 Behavior Team).	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Asian	Dashboard Suspension Rate & Power School Incidents including Counseling Logs	4000 LCAP Rental/Lease - 56000
2.5	Positive Behavior Systems -- We will provide opportunities for students to earn tickets for the SOAR Store, earn positive referrals and behavior rewards, earn awards during assemblies for behavior and attendance, earn reading incentives for meeting I-Ready goals, and earn other incentives for meeting academic and behavioral goals.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Students with Disabilities Asian	Power School Incidents and Interventions SOAR Cart (every other week)	6900 LCAP Materials & Supplies - 43000
2.6	Attendance Incentives -- to improve attendance and public praise for highest attendance. Incentives to be provided individually and whole class as directed by the Tier 2 Team and Cultural & Climate Team.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Attendance Data	1000 LCAP Materials & Supplies - 43000
2.7	Lanyards for ID Cards -- to improve student safety when using transportation as well as access to technology. All students to receive items necessary to hold ID cards for access to transportation and technology.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Attendance Data	1000 LCAP Materials & Supplies - 43000
2.8	Culture and Climate/Equity: to create conditions in which students can draw upon their own cultural resources, where they feel respected and safe to participate in the classroom and on campus by reflecting on Climate Survey Data. Monthly Culture and Climate as well as Cultural Proficiency Meetings to be held address cultural awareness and increase a sense of belonging for students, staff, and families including resources and materials to celebrate culture.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Surveys -- Staff, Student, Family	500 LCAP Materials & Supplies - 43000
2.9	Paraprofessionals and General Activities Aides -- for the safety of all students and staff on campus. We will provide classified aide support to monitor behavior expectations, connect with students, and keep students safe before, during and after school including recesses, lunches, and other times throughout the school day. This includes planning structured activities for students at non-structured times as well as inter-mural sports.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Incident Data	70126 LCAP Contracted Classified S & B - 29000
2.10	Classified Staff Timesheets -- to provided extra coverage or substitute	Socioeconomically Disadvantaged	Power School Incident Data	2500 LCAP

	coverage for student safety and supervision.	Foster Youth Homeless English Learners		Classified Hourly - 29000
2.11	Printing via VUSD Print Shop -- Printing of materials and forms for students and families supporting positive behavior systems and attendance including SOAR tickets, PBIS forms, SEL forms, Referrals, and more.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Incident Data	1500 LCAP Printing - 57101
2.12	Substitute Coverage -- for events planned to celebrate students like the end of year luncheon with staff, substitute coverage for teachers to prepare and hold the event.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Data	500 LCAP Substitutes - 11002
2.13	Tier 2 Team -- using Power School suspension data from 2023-24, an upper grade group of students who were suspended will participate in 6 weeks of social skills training and CICOs while in unstructured settings like the playground and cafeteria. (Red Group on Dashboard)	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Students with Disabilities Asian	Power School Data (Suspensions)	

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.

Family Engagement

This goal will work at improving family/community engagement and communication at Annie R. Mitchell ES.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our community and families will actively support students and schools through empowerment, effective two-way communication, engagement, and collaboration.

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.

Increase family participation in school functions.

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
Parent Input in decision making: Parent Survey (Jan/Feb 2024) "ARM Parent/Guardian Survey"	Results from 39 Responses : 1. Resources Identified as Important to Maintain: Technology, Field Trips, Science & Library 2. Family Night Events Requested: Reading, Math, Health & SEL 3. Preferred Communication: Class Dojo & Text/Email 4. Need to Improve: Understanding of state standards and how to monitor academic achievement throughout the year Participate Data Collected from Sign In Sheets: Sep 2023 Literacy Night: 100 Parents attended Jan 2024 STEM Night: 220 Parents attended April 2024 Family Picnic: 390 Parents attended	Increase family participation on Parent Surveys Creatively fund technology, field trips, supplementary science experiences, and library Plan family events including (Open House, Back to School Night, Carnival, Movie Night, Literacy Night, Family Picnics, and more. Monitor the number of people at events.
Family Communication Class Dojo (July 23-April 24)	Class Dojo: 151 School Story Messages All Classes Enrolled	Class Dojo: 180 School Story Messages All Classes Enrolled

Blackboard messaging (email/text/phone calls)	Blackboard Messaging: (July 23-April 24) -- 179 messages sent from ARM to families	Blackboard Messaging: 180 messages sent to ARM families via phone call, email, or text.
Attendance Meetings (ATM2) from Power School Data	Aug 2023-April 2024 -- 84 Attendance Meetings held by Administration	2024-2025 Goal: 90 Attendance Meetings

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	Metric	Proposed Expenditures
3.1	Communicating to families via Class Dojo and Blackboard	Students w/Disabilities Socioeconomically Disadvantaged English Learners	Parent Survey Parent Participation Data	
3.2	Translation services for parent teacher conferences, instructional materials, and /or parent handouts.	Students w/Disabilities Socioeconomically Disadvantaged English Learners	Parent Survey	1000 Title I Classified Hourly - 29000
3.3	Family Events Resources and materials for family engagement nights, including but not limited to Literacy Night/Book Fair, Academic Nights (ie. STEM or Math), Movie Night, Back to School Night, Open House, Family Picnics and other Family Events (including ELAC Meetings that may be off site).	Students w/Disabilities Socioeconomically Disadvantaged English Learners	Logs of Parent Participation Data	2723 Title I - Parent Involvement Materials & Supplies - 43000
3.4	Family Events Resources and materials for family engagement nights, including but not limited to Literacy Night/Book Fair, Academic Nights (ie. STEM or Math), Movie Night, Back to School Night, Open House, Family Picnics and other Family Events (including ELAC Meetings that may be off site).	Students w/Disabilities Socioeconomically Disadvantaged English Learners	Logs of Parent Participation Data	1000 LCAP Materials & Supplies - 43000
3.5	Tier 2 Weekly Team Meetings & Parent Meetings -- We will hold weekly Tier 2 meetings to review attendance data, behavior data to develop plans to support families/students needing improved behavior or attendance. We will hold attendance meetings with families with students missing more than 10% of the school year.	Students w/Disabilities Socioeconomically Disadvantaged English Learners	Tier 2 Agendas, Power School Referrals	

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	Metric	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.

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	Metric	Proposed Expenditures
5.1				

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	\$116,307
Total Supplemental and Concentration Funds provided to the school from District LCAP	\$103,816
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,123.00
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	\$113,584.00
Title I - Parent Involvement	\$2,723.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$116,307.00

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 (\$)
LCAP	\$103,816.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$103,816.00

Total of federal, state, and/or local funds for this school: \$220,123.00

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
LCAP	103,816	0.00
Title I	113,584	0.00
Title I - Parent Involvement	2,723	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	103,816.00
Title I	113,584.00
Title I - Parent Involvement	2,723.00

Expenditures by Budget Reference

Budget Reference	Amount
Classified Hourly - 29000	3,500.00
Conference & Mileage - 52000	500.00
Contracted Classified S & B - 29000	154,090.00
Entry Fees/Consultants - 58000	2,500.00
Materials & Supplies - 43000	35,533.00
Printing - 57101	4,000.00
Rental/Lease - 56000	9,500.00
Substitutes - 11002	4,500.00
Teacher Hourly - 11000	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Hourly - 29000	LCAP	2,500.00
Contracted Classified S & B - 29000	LCAP	70,126.00
Entry Fees/Consultants - 58000	LCAP	1,000.00
Materials & Supplies - 43000	LCAP	24,190.00

Printing - 57101	LCAP	1,500.00
Rental/Lease - 56000	LCAP	4,000.00
Substitutes - 11002	LCAP	500.00
Classified Hourly - 29000	Title I	1,000.00
Conference & Mileage - 52000	Title I	500.00
Contracted Classified S & B - 29000	Title I	83,964.00
Entry Fees/Consultants - 58000	Title I	1,500.00
Materials & Supplies - 43000	Title I	8,620.00
Printing - 57101	Title I	2,500.00
Rental/Lease - 56000	Title I	5,500.00
Substitutes - 11002	Title I	4,000.00
Teacher Hourly - 11000	Title I	6,000.00
Materials & Supplies - 43000	Title I - Parent Involvement	2,723.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,474.00
Goal 2	94,926.00
Goal 3	4,723.00

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

Name of Members	Role
Natalie Taylor	Principal
Christian Gonzalez	Classroom Teacher
Ryan Sebert	Classroom Teacher
Peggy Smith	Classroom Teacher
Liam Pipe	Other School Staff
Miranda Louis	Parent or Community Member
J.R. Allen	Parent or Community Member
Sandy Carlos, DAC Representative	Parent or Community Member
Nate Olmos	Parent or Community Member
Stephanie Padilla, Chairperson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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 23, 2024.

Attested:

Natalie Taylor

S Padilla

Principal, Natalie Taylor on May 23, 2024

SSC Chairperson, Stephanie Padilla on May 28, 2024

Instructions

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

Updated by the California Department of Education, October 2023