



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Arboles Literacy and Technology Academy	California	4/25/24	6/11/24

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 Los Arboles Literacy and Technology Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Los Arboles Literacy and Technology Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Los Arboles Literacy and Technology's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements (California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA):

Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

This plan was developed in collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Los Arboles Literacy and Technology community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Los Arboles Literacy and Technology's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community. Los Arboles maintains the goal to close the achievement gap by; increasing academic achievement for all, creating a positive school environment, climate, and culture, and increasing family and community engagement. We believe that equity, at the core, will increase the level of success for all students while addressing learning gaps. We support all students' and staff's physical, mental, and social well-being by establishing systems and creating a safe, welcoming, and inclusive environment that allows students to participate fully in learning and the school community. We strive to fully engage parents/guardians and community members to support all students' educational outcomes.

Educational Partner Involvement

How, when, and with whom did Los Arboles Literacy and Technology Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Various stakeholder group meetings were held to gather input for the school plan.

Title I Meeting (9/24/23):

The Elementary and Secondary Act (ESSA) requires that each Title I funded school hold an Annual Meeting for Parents to Inform about our school's participation in Title I, explained the requirements of Title I, and explaining parents' rights to be involved.

SSC/ELAC (9/25/23):

Reviewed student achievement data after each testing period; reviewed goals/objectives for the year; Monitored the implementation of the SPSA; Shared local assessment data after each testing window and reviewed strategies aligned to SPSA goals. Reviewed demographics of school # ELs by language proficiency and language; Reviewed student achievement data for the EL subgroup; Shared ELD programs and services provided to support ELs during designated and integrated ELD and access to CORE; Reviewed ELPAC data, Reclassification criteria, and rates, RFEP Monitoring.

(1/29/24):

Advised and provided feedback to the principal and SSC on the development of the SPSA to address the needs of ELs; Reviewed attendance data and provide information to support regular school attendance; Developed a school needs assessment through a questionnaire, survey, or open forum discussion. Provided resources to help students with the ELPAC (Practice & Training Tests).

(3/15/23):

Reviewed goals/objectives for the year; Monitored the implementation of the SPSA; Shared local assessment data after each testing window and review strategies aligned to SPSA goals; Developed an SPSA for next year and share projected budget and school goals aligned to the LCAP.

(4/26/23):

Reviewed LCAP Survey results (parent, staff, student); Shared local assessment data for the EL subgroup after each testing window.

Staff Engagement (11/30/23 & 3/20/24):

As a staff, we reviewed our End of Trimester 1 and Trimester 2 data as part of our analysis of the 23-24 SPSA goals to help plan for the next steps for 24-25 SPSA goals. In addition, teachers reviewed the 23-24 survey data of the three groups: students, staff, and parents. In mixed grade level groups, teachers chose one area of focus for each stakeholder group to help create a goal for each area.

Cafecitos Parent Group (8/31/23, 9/28/23, 10/26/23, 1/18/24, 2/29/24, 3/7/24, 4/11/24. 5/2/24):

The parent group met with the principal to review the LCAP survey data of the three groups. Parents chose which items they felt most needed to be focused on for growth targets.

Instructional Leadership/ MTSS Team (9/11/23, 10/17/23, 11/20/23, 12/8/23, 1/24/24, & 3/6/24):

Plan and developed actionable next steps for the 24-25 school year budget and SPSA goals.

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.

All students- suspension rates (orange)

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.

ELL's- chronic absenteeism (orange), suspension rates (orange), & english language arts (orange)

SED- suspension rates (red)

SWD- chronic absenteeism (orange) & suspension rates (orange)

Hispanic- suspension rates (orange)

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Los Arboles has developed a comprehensive plan in collaboration with our educational partners that address the specific areas of our low-performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data and local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles, our team has identified areas of need for students schoolwide that may require targeted interventions. These needs include: [add identified needs here]

Based on our needs analysis, we have established clear goals and objectives that are aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school-wide goals focus on improving student achievement in ELA and Math through research-based instructional practices, supporting English Learners in language and literacy development, supporting the social-emotional wellness of all students and staff, and continuing to engage our families and communities to support student success.

The outlined targeted goals include:

Goal 1: Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

A) CASSPP ELA- According to the California Dashboard, by June 2025, the number of students meeting or exceeding grade level will increase from 29.7 to 40 points as measured by the ELA CAASPP 2024-2025 results.

B) CAASPP Math- According to the California Dashboard, by June 2025, the number of students meeting or exceeding grade level will increase from 52.4 to 62 points as measured by the Mathematics CAASPP 2024-2025 results.

Goal 2: Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe welcoming and inclusive environment that allows students to participate fully in learning and the school community.

Goal 2.1) Chronic Absenteeism: By June of 2025, the percentage of all chronically absent students will decrease from 29.6% chronically absent % to 2% chronically absent, based on the California School Dashboard data.

Goal 3: Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

By June 2025, per the Panorama Family Survey, parents will report 95% favorable for "my child's school offers opportunities to help me learn how to support my child's learning."

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Arboles Literacy and Technology Academy. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.44%	0%	1.09%	1	0	2
Asian	10.22%	7.45%	9.78%	23	14	18
Filipino	0.89%	0.53%	1.09%	2	1	2
Hispanic/Latino	88.00%	90.96%	85.87%	198	171	158
Pacific Islander	%	0%	%		0	
White	0.44%	1.06%	1.09%	1	2	2
Multiple/No Response	%	0%	1.09%		0	2
Total Enrollment				225	188	184

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	46	47	44
Grade 1	47	42	48
Grade 2	56	49	45
Grade3	76	50	47
Total Enrollment	225	188	184

Conclusions based on this data:

1. Our enrollment has declined over the past three school years. However, we anticipate an increase in student enrollment from the 23-24 school year for the 24-25 school year. It is projected we will have a total of 12 classrooms for the 24 -25 school year; One preschool SDC, two kindergarten, two first, two second, two third, and 1-3 SDC.
2. We need to continue to work to increase our enrollment by meeting with potential incoming families at local daycare facilities and local preschools, promoting on social media, attending community events, and distributing flyers in nearby locations.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	140	113	107	58.30%	62.2%	58.2%
Fluent English Proficient (FEP)	12	11	9	6.90%	5.3%	4.9%
Reclassified Fluent English Proficient (RFEP)				2.8%		

Conclusions based on this data:

1. Our percentage of English Language Learners has been consistent within five percent (58%-62.2%).
2. Our percentage of reclassified students has been increasing after the COVID-19 pandemic. Nearly all teachers are fully trained in SEAL. We will work in the 24-25 school year to continue correlating SEAL instructional units and Journeys instructional units to help students grow in their English Language Development. The administration will continue to work with Ed Services to determine whether we need to offer modified reclassification criteria for students with disabilities.
3. We have a continuous need to support our English Language Learners and their language proficiency, however our California Dashboard for ELL's meeting grade level standards increased to 15.3% in the 22/23 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	73	49	0	73	46	0	73	46	0.0	100.0	93.9
All Grades	63	73	49	0	73	46	0	73	46	0.0	100.0	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.	2377.		4.11	8.70		15.07	13.04		20.55	30.43		60.27	47.83
All Grades	N/A	N/A	N/A		4.11	8.70		15.07	13.04		20.55	30.43		60.27	47.83

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

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		1.37	2.17		56.16	71.74		42.47	26.09	
All Grades		1.37	2.17		56.16	71.74		42.47	26.09	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48	6.52		34.25	54.35		60.27	39.13
All Grades		5.48	6.52		34.25	54.35		60.27	39.13

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.74	2.17		73.97	67.39		23.29	30.43
All Grades		2.74	2.17		73.97	67.39		23.29	30.43

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.74	6.52		54.79	67.39		42.47	26.09
All Grades		2.74	6.52		54.79	67.39		42.47	26.09

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Conclusions based on this data:

1. Based on the local assessment, NSGRA, Trimester 2 data shows 17% of all students in grades K-3 were meeting our exceeding grade-level standards.
2. Based on the local 23-24 assessment data, RenSTAR reading trimester 2, 22% of students in grades (2-3) are meeting or exceeding grade-level standards. (25% of second graders and 19.5 % of 3rd graders). At this time last school year, 25% of all students in grades K-3 were meeting our exceeding grade-level standards.
3. Based on the 22-23 CAASPP Results English Language Arts/Literacy, overall, 21.74% of 3rd graders meet or exceed grade-level standards, which increased 2.56% compared to the 21-22 school year. The area of most need is in Writing - Producing clear and purposeful writing where 39.13% of 3rd graders are below grade-level standards. It should be noted that the number of students below grade level decreased from 60.27% to 39.13% from the 21-22 to 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	73	49	0	73	46	0	73	46	0.0	100.0	93.9
All Grades	63	73	49	0	73	46	0	73	46	0.0	100.0	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2394.		4.11	6.52		12.33	21.74		15.07	21.74		68.49	50.00
All Grades	N/A	N/A	N/A		4.11	6.52		12.33	21.74		15.07	21.74		68.49	50.00

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.11	4.35		35.62	47.83		60.27	47.83
All Grades		4.11	4.35		35.62	47.83		60.27	47.83

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.48	8.70		32.88	45.65		61.64	45.65
All Grades		5.48	8.70		32.88	45.65		61.64	45.65

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.85	8.70		63.01	65.22		30.14	26.09
All Grades		6.85	8.70		63.01	65.22		30.14	26.09

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Conclusions based on this data:

1. Based on the 22-23 CAASPP Results Mathematics, overall, 28.26 % of 3rd graders meet or exceed grade-level standards which increased by 11.82% as compared to the 21-22 school year. The area of most need is Concepts & Procedures- Applying mathematical concepts and procedures, 47.83% of 3rd graders are below grade-level standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1388.9	1396.4	1399.6	1399.6	1415.6	1412.7	1363.6	1351.7	1368.9	31	29	29
1	1415.8	1410.1	1444.9	1460.2	1439.0	1467.0	1370.9	1380.8	1422.2	48	28	28
2	1453.8	1428.3	1449.0	1463.1	1463.6	1457.5	1444.0	1392.6	1440.1	43	34	28
3	1464.4	1465.3	1457.0	1466.3	1466.0	1467.4	1462.1	1463.9	1446.1	38	41	30
All Grades										160	132	115

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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	6.45	3.45	6.90	25.81	34.48	20.69	35.48	41.38	48.28	32.26	20.69	24.14	31	29	29
1	8.33	3.57	3.57	33.33	28.57	42.86	20.83	17.86	32.14	37.50	50.00	21.43	48	28	28
2	9.30	5.88	0.00	44.19	29.41	46.43	16.28	26.47	32.14	30.23	38.24	21.43	43	34	28
3	2.63	4.88	10.00	21.05	24.39	26.67	52.63	34.15	26.67	23.68	36.59	36.67	38	41	30
All Grades	6.88	4.55	5.22	31.88	28.79	33.91	30.00	30.30	34.78	31.25	36.36	26.09	160	132	115

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.68	3.45	6.90	25.81	44.83	27.59	35.48	31.03	34.48	29.03	20.69	31.03	31	29	29
1	27.08	21.43	32.14	33.33	21.43	28.57	25.00	35.71	35.71	14.58	21.43	3.57	48	28	28
2	20.93	23.53	21.43	44.19	29.41	39.29	20.93	32.35	28.57	13.95	14.71	10.71	43	34	28
3	15.79	19.51	20.00	52.63	34.15	23.33	15.79	17.07	33.33	15.79	29.27	23.33	38	41	30
All Grades	19.38	17.42	20.00	39.38	32.58	29.57	23.75	28.03	33.04	17.50	21.97	17.39	160	132	115

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

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	3.23	0.00	3.45	9.68	13.79	10.34	51.61	41.38	55.17	35.48	44.83	31.03	31	29	29
1	4.17	3.57	3.57	18.75	7.14	7.14	16.67	21.43	50.00	60.42	67.86	39.29	48	28	28
2	6.98	0.00	0.00	41.86	26.47	25.00	16.28	29.41	46.43	34.88	44.12	28.57	43	34	28
3	0.00	2.44	6.67	13.16	7.32	13.33	39.47	43.90	33.33	47.37	46.34	46.67	38	41	30
All Grades	3.75	1.52	3.48	21.88	13.64	13.91	28.75	34.85	46.09	45.63	50.00	36.52	160	132	115

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	17.24	10.34	67.74	72.41	68.97	25.81	10.34	20.69	31	29	29
1	35.42	14.29	42.86	54.17	71.43	53.57	10.42	14.29	3.57	48	28	28
2	16.28	11.76	10.71	62.79	61.76	75.00	20.93	26.47	14.29	43	34	28
3	10.53	9.76	13.33	50.00	60.98	40.00	39.47	29.27	46.67	38	41	30
All Grades	18.75	12.88	19.13	58.13	65.91	59.13	23.13	21.21	21.74	160	132	115

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	6.90	3.45	51.61	68.97	51.72	35.48	24.14	44.83	31	29	29
1	22.92	21.43	14.29	62.50	53.57	78.57	14.58	25.00	7.14	48	28	28
2	25.58	35.29	39.29	62.79	55.88	46.43	11.63	8.82	14.29	43	34	28
3	36.84	29.27	30.00	47.37	36.59	56.67	15.79	34.15	13.33	38	41	30
All Grades	25.00	24.24	21.74	56.88	52.27	58.26	18.13	23.48	20.00	160	132	115

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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	0.00	0.00	6.90	64.52	72.41	82.76	35.48	27.59	10.34	31	29	29
1	10.42	14.29	3.57	27.08	14.29	57.14	62.50	71.43	39.29	48	28	28
2	11.63	0.00	7.14	51.16	55.88	60.71	37.21	44.12	32.14	43	34	28
3	2.63	2.44	3.33	34.21	41.46	33.33	63.16	56.10	63.33	38	41	30
All Grades	6.88	3.79	5.22	42.50	46.21	58.26	50.63	50.00	36.52	160	132	115

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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	19.35	17.24	7.14	41.94	27.59	57.14	38.71	55.17	35.71	31	29	28
1	6.25	3.57	3.57	47.92	46.43	60.71	45.83	50.00	35.71	48	28	28
2	16.28	5.88	14.29	44.19	47.06	64.29	39.53	47.06	21.43	43	34	28
3	0.00	0.00	13.33	52.63	75.61	60.00	47.37	24.39	26.67	38	41	30
All Grades	10.00	6.06	9.65	46.88	51.52	60.53	43.13	42.42	29.82	160	132	114

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

Conclusions based on this data:

1. Based on the 22-23 ELPAC Results, overall, 49.57% of students are at English proficiency level 3 (29.57%) and level 4 (20%).
2. Based on the 21-22 ELPAC Results, the written language and the reading domain is the greatest area of need.

3. About 65% of our staff is fully SEAL trained. The Sobrato Early Academic Language (SEAL) Model is designed as a comprehensive model of intensive, enriched language and literacy education designed for English language learners (67% of our students are ELLs), starting in kindergarten and continuing through third grade. We will have a full-time SEAL Coach for the 24-25 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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
188	72.9	60.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Los Arboles Literacy and Technology Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	60.1
Foster Youth		
Homeless	6	3.2
Socioeconomically Disadvantaged	137	72.9
Students with Disabilities	32	17

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	14	7.4
Filipino	1	0.5
Hispanic	171	91
White	2	1.1

Conclusions based on this data:

- Based on the 2022-2023 school year's data, our two largest student groups are Hispanic (91%) and Asian (7.4%). We will continue to work to support all of our students and their families by communicating with families often in their language of choice to support our diverse population.
- Based on the 2022-2023 school year's data, 72.9 % of our students qualify as socioeconomically disadvantaged and are offered free or reduced lunch. We will continue to reach out to our families to offer support where needed,

whether for healthcare, psycho-emotional care, nutrition, etc. Our school-linked service specialist will help us by offering support to these students and their families.

3. Based on the 2022-2023 school year's data, we serve many students who have another language other than English as their first language, and being that we are a K-3rd grade school, many of our students (60.1%) are still designated as ELLs. We will continue to offer integrated and designated ELD lessons daily using SEAL strategies throughout our instructional day.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the CA dashboard, the Conditions & Climate- suspension rate is currently the highest area of need moving from green to red. We use restorative practices and teach students our behavior expectations and how to make positive behavior choices to reduce the number of school discipline needs and suspensions. All classrooms and all common areas have visuals provided to students that teach them our behavior expectations.

2. Based on the CA dashboard, our overall chronic absenteeism decreased from red to yellow. We continue to work to improve our percentage of Chronic Absenteeism. We monitor student attendance through A2A, and the school social worker, school-linked service specialist, and the principal reach out to families to learn about family needs to help improve their child's attendance. We will continue to work most closely with the parents of children who are chronically absent to set a strong foundation for their child's education.
3. Based on the CA dashboard, our overall academic performance increased from red to yellow. However, it continues to be an area of need in English learner progress, English Language Arts, and Mathematics. Students are performing slightly higher in mathematics compared to English Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

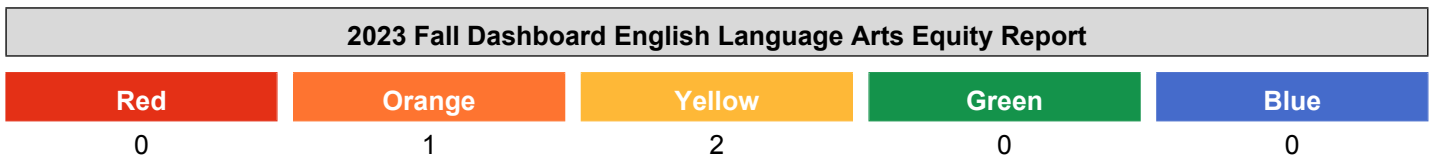
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This section provides number of student groups in each level.



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 60.3 points below standard Increased Significantly +17.9 points 46 Students	English Learners Orange 71.9 points below standard Increased Significantly +19.5 points 32 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 53.9 points below standard Increased Significantly +30.8 points 30 Students	Students with Disabilities 125.4 points below standard Decreased Significantly -48.1 points 13 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.6 points below standard Increased Significantly +24.6 points 41 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
82.8 points below standard Increased Significantly +24.9 points 28 Students	Less than 11 Students 4 Students	60.2 points below standard Decreased -9.7 points 13 Students

Conclusions based on this data:

- Based on the CA Dashboard for English Language Arts overall for all students, our performance increased to 17.9 points (60.3 points below standard).
- Based on the CA Dashboard for English Language Arts, the subgroup data below indicates that our overall scores are increasing;
 - Hispanic/Latino increased by 24.6 points (62.6 points below standard)
 - Socioeconomically Disadvantaged increased by 30.8 points (53.9 points below standard)
 - English Language Learners increased by 19.5 points (71.9 points below standard)

We heavily increased our tier II instruction for the 22-23 school year, indicating that all students and teachers are in need of increased tier II academic support to support our diverse population.
- Based on the CA Dashboard for English Language Arts, students with disabilities performance decreased by 48.1 points (125.4 points below standard). Students with disabilities need to be provided with increased tier III academic support.

School and Student Performance Data

Academic Performance Mathematics

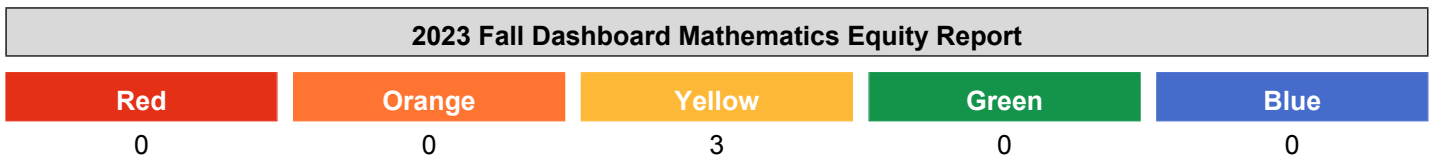
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">47.6 points below standard</td> </tr> <tr> <td>Increased Significantly +34.9 points</td> </tr> <tr> <td>46 Students</td> </tr> </tbody> </table>	All Students	 Yellow	47.6 points below standard	Increased Significantly +34.9 points	46 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">59.6 points below standard</td> </tr> <tr> <td>Increased Significantly +37.5 points</td> </tr> <tr> <td>32 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	59.6 points below standard	Increased Significantly +37.5 points	32 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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30 Students															
Students with Disabilities															
101.1 points below standard															
Maintained +1.8 points															
13 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.9 points below standard Increased Significantly +43.2 points 41 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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
65.3 points below standard Increased Significantly +46.4 points 28 Students	Less than 11 Students 4 Students	41.7 points below standard Increased +11.8 points 13 Students

Conclusions based on this data:

1. Based on the CA Dashboard for Mathematics, all our students increased 34.9% (47.6 points below standard).
2. Based on the CA Dashboard for Mathematics, the subgroup data below indicates that our overall scores are increasing;
 - Hispanic/Latino increased by 43.2% (51.9 points below standard)
 - Socioeconomically Disadvantaged increased by 54.3% (34.6 points below standard)
 - English Language Learners increased by 46.4% (65.3 points below standard)

We heavily increased our tier II instruction for the 22-23 school year, indicating that all students and teachers are in need of increased tier II academic support to support our diverse population.
3. Based on the CA Dashboard for English Language Arts, students with disabilities performance maintained by 1.8 points (101.1 points below standard). Students with disabilities need to be provided with increased tier III academic support.

School and Student Performance Data

Academic Performance English Learner Progress

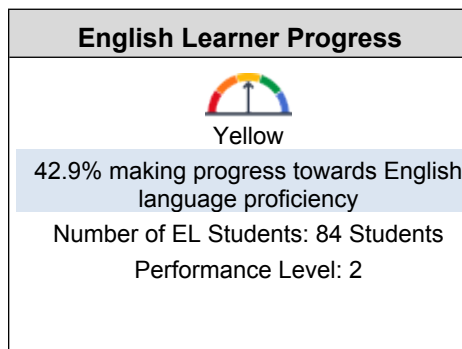
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	37	0	36

Conclusions based on this data:

1. Based on current ELPAC data, English language learners are progressing towards English language proficiency, scoring 42.9 points above standard.
2. Supporting our English Language Learner progress continues to be a school-wide initiative. We will continue to be a SEAL school, with one of our primary goals being to improve student's English proficiency in reading, writing, listening, and speaking. Our SEAL Coach will work with all 12 of our teachers to help strengthen our English Language Development lessons, offering students many opportunities to talk to increase their English language skills. We will continue to work to define our Literacy Block to ensure that all students are taught each of the Balanced Literacy Components daily. We will ensure that every English Language Learner receives Designated ELD lessons on a daily basis.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>29.6% Chronically Absent</td> </tr> <tr> <td>Declined Significantly -27.1</td> </tr> <tr> <td>196 Students</td> </tr> </tbody> </table>	All Students	 Yellow	29.6% Chronically Absent	Declined Significantly -27.1	196 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>25.4% Chronically Absent</td> </tr> <tr> <td>Declined -30.3</td> </tr> <tr> <td>122 Students</td> </tr> </tbody> </table>	English Learners	 Orange	25.4% Chronically Absent	Declined -30.3	122 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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42 Students															

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	7.1% Chronically Absent Declined -14.6 14 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.8% Chronically Absent Declined Significantly -28.6 179 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

- Based on the CA Dashboard for Chronic Absenteeism, overall all students are identified as yellow at 29.6% Chronically Absent, which decreased significantly by 27%.
- Based on the CA Dashboard for Chronic Absenteeism, the subgroup data below indicates that our overall chronic absenteeism rates are declining;
 - Hispanic/Latino declined significantly by - 28.6
 - Socioeconomically declined significantly by -31.1
 - English Language Learners declined -30.3
 - Asian declined by -14.6
 - Students with Disabilities -10.8
- Based on the CA Dashboard for Chronic Absenteeism, our students with Disabilities and who are English Language Learners need the most support with attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

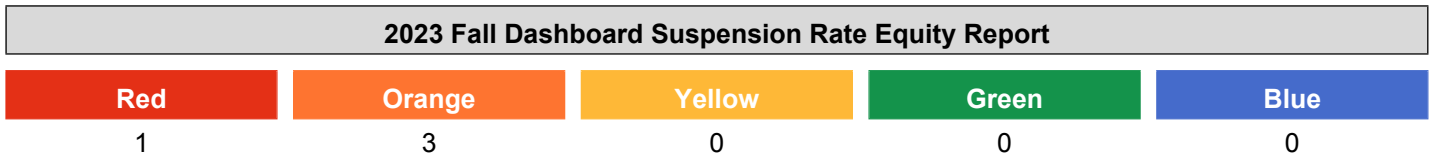
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
















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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.5% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 2.5 201 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.5% suspended at least one day	Increased Significantly 2.5 201 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.4% suspended at least one day</td> </tr> <tr> <td>Increased 2.4 124 Students</td> </tr> </tbody> </table>	English Learners	 Orange	2.4% suspended at least one day	Increased 2.4 124 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
All Students													
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Homeless													
Less than 11 Students 8 Students													
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Increased 4.7 43 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 14 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7% suspended at least one day Increased Significantly 2.7 184 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

- Based on the CA Dashboard, Conditions & Climate, our Suspension Rates increased Significantly;
 - All Students (Orange) 2.5% suspended at least one day
 - English Language Learners (Orange) 2.4% suspended at least one day
 - Socioeconomically disadvantaged (Red) 3.2% suspended at least one day
 - Students with Disabilities (Orange) 4.7% suspended at least one day
- As a school site, we will continue using restorative rather than punitive practices. We will work with students and their parents to ensure they understand the behavior expectations and then support them to meet the expectations. Visuals of behavior expectations are posted in all classrooms and in all common areas on campus. They are also shared with all educational partners in our school community. Our social worker will work with our school administration, our teachers, and our students to help us make positive behavior improvements for our students. Our behavior manager will provide preventative behavior and de-escalation training to address this need. The expectation is not for students to be perfect but instead to learn from their mistakes and try their best to improve their behavior positively with staff and peer support.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

A) According to the California Dashboard, by June 2025, the number of students meeting or exceeding grade level will increase from 29.7 to 40 points as measured by the ELA CAASPP 2024-2025 results.

B) According to the California Dashboard, by June 2025, the number of students meeting or exceeding grade level will increase from 52.4 to 62 points as measured by the Mathematics CAASPP 2024-2025 results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Overall, our English Language Learners and Hispanic/Latinx students struggle in all academic areas; English Language Arts, Mathematics, and English Language proficiency. We need to provide instruction that is equitable, culturally responsive, and inclusive based practices to address our English Language Learners and Hispanic/ Latinx students. We will continue to commit to a results-oriented cycle of inquiry in which we adjust and plan to meet the needs of our diverse learners. We must implement a rigorous curriculum that is standards-based with fidelity. We need to create systems for professional learning to develop adult practices. Lastly, continue to work to address students with Tier: II and III instructional needs.

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
2023 California Dashboard ELPI Indicator (State)	Currently, 42.9% of English Language Learners are making progress toward English language proficiency by progressing at least one ELPI level as measured by the California Dashboard 2022-2023 result.	By June 2025, 65% of English Language Learners will progress toward proficiency by progressing at least one ELPI level as measured by the California Dashboard 2024-2025 results.
2023 California Dashboard CAASPP ELA (State) 3rd Grade	Currently, all students meeting or exceeding grade level is 29.7 points as measured by the California Dashboard ELA CAASPP 2022-2023 results. Currently, the number of English Language Learners meeting or exceeding grade level is 28.1 points, as measured by the California Dashboard ELA CAASPP 2022-2023 results.	By June 2025, all students meeting or exceeding grade level will increase from 29.7 to 40 points as measured by the ELA CAASPP 2024-2025 results. By June 2025, the number of English Language Learners meeting or exceeding grade level will increase from 28.1 to 38 points, as measured by the California Dashboard ELA CAASPP 2024-2025 results.

	Currently, the number of Hispanic/Latinx students meeting or exceeding grade level is 37.4 points, as measured by the California Dashboard ELA CAASPP 2022-2023 results.	By June 2025, the number of Hispanic/Latinx students meeting or exceeding grade level will increase from 37.4 to 47 points, as measured by the California Dashboard ELA CAASPP 2024-2025 results.
2023 California Dashboard CAASPP Mathematics (State) 3rd Grade	<p>Currently, all students meeting or exceeding grade level is 52.4 points as measured by the California Dashboard ELA CAASPP 2022-2023 results.</p> <p>Currently, the number of English Language Learners meeting or exceeding grade level is 40.4 points, as measured by the California Dashboard ELA CAASPP 2022-2023 results.</p> <p>Currently, the number of Hispanic/Latinx students meeting or exceeding grade level is 48.1 points, as measured by the California Dashboard ELA CAASPP 2022-2023 results.</p>	<p>By June 2025, all students meeting or exceeding grade level will increase from 52.4 to 60 points as measured by the ELA CAASPP 2024-2025 results.</p> <p>By June 2025, the number of English Language Learners meeting or exceeding grade level will increase from 40.4 to 50 points, as measured by the California Dashboard ELA CAASPP 2024-2025 results.</p> <p>By June 2025, the number of Hispanic/Latinx students meeting or exceeding grade level will increase from 48.1 to 58 points, as measured by the California Dashboard ELA CAASPP 2024-2025 results.</p>
Ren STAR Reading (Local) 2nd-3rd grade	<p>Currently, the percentage of all students meeting or exceeding grade level is 22.4%, as measured by the Ren STAR reading local assessment.</p> <p>Currently, the percentage of English language learners meeting or exceeding grade level is 9%, as measured by the Ren STAR reading local assessment.</p> <p>Currently, the percentage of Hispanic/Latinx students meeting or exceeding grade level is 21.79% as measured by the Ren STAR reading local assessment.</p>	<p>By June 2025, English Language Learners who meet or exceed grade level will increase from 22.4% to 33% as measured by the Ren STAR reading local assessment.</p> <p>By June 2025, English Language Learners who meet or exceed grade level will increase from 13.73 to 25% as measured by the Ren STAR reading local assessment.</p> <p>By June 2025, Hispanic/Latinx students who meet or exceed grade level will increase from 21.79% to 32% as measured by the Ren STAR reading local assessment.</p>
Ren STAR Mathematics (Local) 1st-3rd grade	<p>Currently, the percentage of all students meeting or exceeding grade level is 42.02%, as measured by the Ren STAR mathematics local assessment.</p> <p>Currently, the percentage of English language learners meeting or exceeding grade level is 41.79 %, as measured by the Ren STAR mathematics local assessment.</p> <p>Currently, the percentage of Hispanic/Latinx students meeting or exceeding grade level is 43.4% as measured by the Ren STAR mathematics local assessment.</p>	<p>By June 2025, English Language Learners who meet or exceed grade level will increase from 42.02 % to 52% as measured by the Ren STAR mathematics local assessment.</p> <p>By June 2025, English Language Learners who meet or exceed grade level will increase from 41.79 to 52% as measured by the Ren STAR mathematics local assessment.</p> <p>By June 2025, Hispanic/Latinx students who meet or exceed grade level will increase from 43.4% to 43% as measured by the Ren STAR mathematics local assessment.</p>

<p>District Kindergarten Assessment (Local) Kindergarten</p>	<p>Currently, the percentage of kindergarteners who have mastered their letter names and letter sounds is 89%, as measured by the kindergarten local assessment.</p> <p>Currently, kindergarteners who have mastered CVC words with at least 80% accuracy are 19% as measured by the kindergarten local assessment.</p> <p>Currently, kindergarteners who have mastered at least 30 sight words is 19% as measured by the kindergarten local assessment.</p>	<p>By June 2025, kindergarteners will have mastered their letter names and letter sounds will increase from 75% to 85% as measured by the kindergarten local assessment.</p> <p>By June 2025, kindergarteners will have mastered their CVC words with at least 80% accuracy will increase from 19% to 50% as measured by the kindergarten local assessment.</p> <p>By June 2025, kindergarteners will have mastered at least 30 sight words will increase from 19% to 50% as measured by the kindergarten local assessment.</p>
<p>Panorama Family Survey (Local)</p>	<p>Currently, per the 23/24 Panorama Family Survey, parents reported 92% favorable for "teachers expect students to do high-quality work at school."</p> <p>Currently, per the 23/24 Panorama Family Survey, parents reported 92% favorable for "I am satisfied with the programs to help my child when he or she is struggling academically at school."</p>	<p>By June 2025, per the Panorama Family Survey, parents will report 95% favorable for "teachers expect students to do high-quality work at school."</p> <p>By June 2025, per the Panorama Family Survey, parents will report 95% favorable: "I am satisfied with the programs to help my child when he or she is struggling academically at school."</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	After school intervention to provide additional support for students who are identified as needing tier II support based on the MTSS model	Tier: II students below grade level	1,000 Title I 2000-2999: Classified Personnel Salaries Para educators after school intervention 2,500 Title I 1000-1999: Certificated Personnel Salaries Teacher after school intervention 6,500 LCFF Concentration 1000-1999: Certificated Personnel Salaries Teacher after school intervention 6,000 LCFF Supplemental

			1000-1999: Certificated Personnel Salaries Teacher after school intervention
1.2	SEAL (Sobrato Early Academic Language): We will continue to focus on the implementation of the SEAL model and strategies with fidelity to support our English Language Learners. We will have a full-time SEAL coach who will model lessons, observe, provide feedback, and ensure the implementation of SEAL in all classrooms. Our focus this year will be to integrate our structured literacy block with ELL standards, ELA standards, and the SEAL evidence-based research model.	English Language Learners	1,000 LCFF Supplemental 4000-4999: Books And Supplies Support ELL's
1.3	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All Students	10,972.50 District Funded 5800: Professional/Consulting Services And Operating Expenditures
1.4	Structured Collaboration/Professional Learning Communities & MTSS: Provide time for teachers to meet for grade level PLC meetings on alternate Thursdays from 12:45- 3:00 to collaborate, disaggregate data (formative assessments and summative assessments), review student progress, develop SMARTER goals based on findings, plan meaningful instruction for all identified student groups (Tier I, Tier II, and Tier III), share best. Para-educators will be invited to join to be apart of the community and will be paid on P-30 if applicable. Substitutes will be used for two additional structured collaboration planning days.	All Students	2,000 Title I 1000-1999: Certificated Personnel Salaries Collaboration Days
1.5	Assessment Release Days: Teachers will administer multiple assessment measures to provide student achievement results as per the district's scope and sequence to measure how well students are making progress. We will provide substitute teachers 3 times per year as needed in order to help teachers complete assessments without having students miss instructional time. We will then analyze student performance data to help us plan for instruction.	All Students	3,000 LCFF Concentration 1000-1999: Certificated Personnel Salaries Assessment release days
1.7	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with needs	15000 District Funded
1.8	Inclusion Program: Continue to collaborate and implement support provided by the school district, outside agencies, or SCCOE to support our school's inclusion program. We plan to introduce basic concepts of Universal Design for Learning to staff (teachers and para-educators) to increase equitable, culturally responsive, & inclusive practices.	Students with Disabilities	

1.9	Strategic grouping: We will continue to have strategic groupings for reading instruction that is differentiated and delivered in a small group setting. We will regroup across each grade level based on student's individual needs and our beginning-of-the-year NSGRA reading data.	English Language Learners and Hispanic/Latinx students	
1.10	We will designate subs to; <ul style="list-style-type: none"> • Hold SST (student support team) meetings (4/ year). • Hold monthly IEP or 504 meetings during the school day (8 months). 	Tier II and III/ Students with identified needs	2,000 Title I 1000-1999: Certificated Personnel Salaries
1.11	Computer supplies: We will ensure access to technology and computer supplies, headphones, extenders, purchase new technology and maintenance.	All Students	1,000 LCFF Supplemental 4000-4999: Books And Supplies technology maintenance
1.12	Supplemental Online Learning Programs and Professional Development: Provide tier I, II, and III instruction and supplemental materials to support teachers and align with the curriculum, such as, but not limited to; I-Ready, IXL, Levered, ZEARN, or Prodigy.	All Students	4,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental online learning programs
1.14	Travel and Conference: For the Principal or staff members to attend seminars or conferences to bring back and promote best practices/ learnings to school staff.	All Students	1,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Travel & conference
1.15	Copy Machine: Provide copy machines to help copy supplemental materials in support of instruction and communication. A color copy machine is also provided in order to help us provide supplemental materials and visual icons in color to help support some of our students with special learning needs.	All Students	9,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Copy Machine/technology maintenance
1.16	Supplemental Instructional Materials & Incentives: We will provide access to supplemental instructional materials such as (not limited to); Office Depot(school supplies), Amazon, Scholastic, Oriental Trading, Jones Awards, STEAM Materials, individual classroom supplies, Teachers Pay Teachers, and math manipulatives. Student incentives will be provided to support the celebration of student achievements.	All Students	4,275 Title I 4000-4999: Books And Supplies Supplemental Instructional Materials 10,301 LCFF Supplemental 4000-4999: Books And Supplies Supplemental Instructional Materials
1.17	Books and digital resources will be purchased as needed for students or staff to support students' academic achievement.	All Students	1,000 LCFF Concentration 4000-4999: Books And Supplies Other books
1.18	Implement Number Talks: In grades K-3 at 3 times a week to increase foundational math concepts, mental math strategies, oral language skills, and automaticity.	All Students	

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.

Overall, the data shows we met or exceeded 70% of our goals. We met or exceeded our goal for the ELPAC, CAASPP ELA, and CAASPP Mathematics state assessments and our local NSGRA reading and ESGI assessments. We nearly met our goal for the Renstar reading and mathematics assessments. Therefore, our implementation and effectiveness of strategies/activities were generally successful.

We will continue focusing on all students' academic achievement and closing the achievement gap for our English Language Learners and Hispanic/Latinx students ELA, Math, and English Language proficiency with the use of;

- SEAL (Sobrato Early Academic Language) to support our English Language Learners program.
- Structured collaboration time allowed for student work/achievement, analyzing student assessment data (both formative assessments and District Benchmark Assessments), reviewing student progress, and planning the next steps for all identified student groups (Tier 1, Tier 2, and Tier 3).

Assessment Release Days are used to administer multiple assessment measures to provide student achievement results per the district's scope and sequence and measure student progress.

- Student Support Specialist to work with tier: II students.
- Strategic grouping for reading instruction so it is differentiated and delivered in a small group setting by regrouping across each grade level based on student's individual needs and reading data.
- Sub teachers to support tier: II & III students to hold SST's, 504's, and IEP's.
- Supplemental Online Learning Programs and Professional Development.
- Copy Machine provides copy machines to help copy supplemental materials in support of instruction and communication.
- Supplemental Instructional Materials & Incentives to provide access to supplemental instructional materials.
- Books and digital resources will be purchased as needed for students or staff to support students' academic achievement.

We did not implement the following strategies/activities with fidelity;

- Inclusion Program: Collaborate and implement support provided by Dr. Love to support our school's inclusion program and deliver training on ULD to staff.
- Travel and Conference: The principal or staff members did not attend seminars or conferences to bring back and promote best practices/ learnings to the school staff.
- Implement Number Talks: In grades K-3 at 3 times a week were not monitored.

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

The plan was implemented as approved and no major changes were made to expenditures and activities.

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.

For the 24-25 school year, we will continue to focus on closing the achievement gap for our English Language Learners and Hispanic/Latino students, ELA, Math, and English Language proficiency. Through coaching and supporting adult practices, we will be honing in on adult professional learning, curriculum implementation, collaboration, and instructional best practices to meet our student's diverse needs. We will continue to align our structured literacy block with the SEAL model to support our English Language Learners. We will continue to receive support from our special education department as an inclusion school to further staff and student growth in working with students with exceptional needs. We will not use the Sonday phonics and Heggerty phonemic awareness programs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Conditions For Learning

Goal 2.1) Chronic Absenteeism: By June of 2025, the percentage of all chronically absent students will decrease from 29.6% chronically absent % to 2% chronically absent, based on the California School Dashboard data.

Goal 2.2) Panorama Survey: By June 2025, per the Panorama CORE Student Survey (about school), the safety domain will increase favorably from 82% to at least 90%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Chronic absenteeism for English Language Learners, Hispanic/Latinos, and Students with Disabilities is an area of need. Per the Panorama survey, our overall school safety is an area of need, specifically the amount of bullying seen or heard on campus and conflict resolution during recess time. We would benefit from refining our Tier II and III behavior supports. We need to integrate SEL (social, and emotional learning) daily to incorporate a growth mindset, full-time School Social Worker, Little Heroes, and Noon Duties to make sure there is supervision for the safety of students to reduce the amount of bullying seen or heard on campus. We need to provide extended learning opportunities to create a well-rounded, positive school culture.

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
Chronic Absenteeism (California School Dashboard)	<p>Currently, the percentage of all chronically absent students is 29.6% based on the California School Dashboard data.</p> <p>Currently, the percentage of English Language Learners who are chronically absent is 25.4% based on the California School Dashboard data.</p> <p>Currently, the percentage of Hispanic/Latinos who are chronically absent is 31.8% based on the California School Dashboard data.</p> <p>Currently, the percentage of Students with Disabilities who are chronically absent is 40.5% based on the California School Dashboard data.</p>	<p>By June of 2025, the percentage of all chronically absent students will decrease from 29.6% chronically absent % to 2% chronically absent, based on the California School Dashboard data.</p> <p>By June of 2025, the percentage of English Language Learners who are chronically absent students will decrease from 25.4% to 2%, based on the California School Dashboard data.</p> <p>By June of 2025, the percentage of Hispanic/Latinos who are chronically absent students will decrease from 31.8% to 2%, based on the California School Dashboard data.</p> <p>By June of 2025, the percentage of Students with Disabilities who are chronically absent students will decrease from 40.5% to 2%, based on the California School Dashboard data.</p>
Panorama Survey CORE Student Survey (about school)	<p>Currently, per the Panorama CORE Student Survey (about Schools), the safety domain is 82%.</p> <p>Currently, the response to the question “Have you seen or heard bullying in your classroom this year” is 76%.</p>	<p>By June 2025, per the Panorama CORE Student Survey (about School), the safety domain will increase favorably from 82% to 90%.</p> <p>The response to the question “Have you seen or heard bullying in your classroom this year” will increase favorably by 76% to 90%.</p>
Panorama CORE Student Survey (about self)	<p>Currently, per the Panorama CORE Student Survey (about Self), the self-management domain is 73%.</p>	<p>By June 2025, per the Panorama CORE Student Survey (about Self), the self-management domain will increase favorably from 73% to 80%.</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts.	All Students	16,800 District Funded 5000-5999: Services And Other Operating Expenditures
2.2	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families.	All Students	150,000 District Funded

	Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.		1000-1999: Certificated Personnel Salaries
2.3	To create a positive school environment, climate, and culture, we will integrate SEL (social, emotional learning) daily by incorporating at least 25 minutes into our instructional minutes. We will use best practices, such as; restorative circles, and social stories, in conjunction with an evidence-based Social Emotional Learning Curriculum (ex: Second Steps or Kimochis). Growth Mindset will be an area of focus where we will teach students to believe in their abilities and intelligence, and that performance can be developed and improved through hard work, persistence, and perseverance.	All Students	1,000 LCFF Supplemental 4000-4999: Books And Supplies SEL supports
2.4	We will employ Noon Duty Supervisors (1-2) to help with student supervision and safety during recess and lunch. We will onboard and train Noon Duties and all staff who oversee students at recess or lunch to be effective supervisors, know playground rules and expectations, use positive reinforcement, use trauma-informed practices, establish relationships, and respond to challenging behaviors.	All Students	9,064 General Fund 2000-2999: Classified Personnel Salaries Noon duty safety for students
2.5	The principal, school social worker, teachers, and attendance secretary will work collaboratively to monitor attendance through A2A, tardies, and absences closely. The attendance secretary will make phone calls, send Parent Square messages to the families of absent students daily, and document in Infinite Campus. Teachers will regularly communicate with families and the attendance secretary when there is an attendance issue. School Social Worker and Principal will set up meetings to provide any resources to families with barriers or obstacles they may have that impact student attendance. When needed, attendance contracts will be made to increase student attendance. IEP meetings will be held for students with IEP's to develop an attendance plan. Los Arboles will provide a welcoming office environment for all who enter the office.	English Language Learners, Hispanic/Latinos, and Students with Disabilities	
2.6	Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.	All Students	District Funded
2.9	Access to health supplies for the nurse's office to ensure the safety of students.	All Students	1,000 LCFF Supplemental None Specified Health supplies
2.10	Building culture and community committee will ensure that there is one student-centered event per month which may include; performances, field trips, special events, assemblies, sports equipment, clubs, or celebrations.	All Students	3,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Promote culture & community through outside agencies

2.11	Purchase fidgets, calming kits, wellness center resources to support students in crisis or with social emotional needs.	Identified Students (Tier II & Tier II)	1,000 LCFF Supplemental 4000-4999: Books And Supplies Inclusive and restorative materials
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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.

Having a Noon Duty Supervisor has been critical for the safety of students during recess and lunch. Attendance has significantly improved this school year compared to last school year due to the SSW, Principal, and attendance secretaries' efforts to support students and consistently monitor attendance. Access to health supplies to keep all students safe and healthy was pertinent. The buddy bench is still utilized and is a safe place for students to make new friends. Our monthly behavior assemblies have increased students' understanding of the behavior expectations and character trait lessons of the school per the Panorama core survey, which increased. Starting Arts was provided to all students to expose students to multiple modes of art: movement, dance, visual arts, and music. Little Heroes was implemented with fidelity, where the coach conducted PE lessons, prompted safety with playground Heroes, and provided after-school sports such as soccer and basketball. Our school social worker and school-linked service specialist are critical to supporting students' mental health needs, staff members' materials for SEL, and families' support to resources. Behavior and academic growth incentives for students as motivation for continued growth are essential for supporting our tier II and III students.

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

The plan was implemented as approved and no major changes were made to expenditures and activities.

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.

To continue to create a safe, positive school environment, climate, and culture, we will focus on developing a three-tier behavior system to improve and track students' behavior. We will provide professional development to all staff members who work directly with students around behavior management/ best practices, positive reinforcement, trauma-informed practices, establishing relationships, and responding to challenging behaviors. To help students feel safer on campus, all staff will participate in reviewing the emergency/ safety procedures before the school year and conduct safety drills. We will have a committee dedicated to Building culture and Community to ensure one monthly student-centered event. We will continue integrating SEL (social, emotional learning) daily, emphasizing a growth mindset. We will continue to employ Noon Duty Supervisors (1-2) to help with student supervision and safety during recess and lunch. The principal, school social worker, teachers, and attendance secretary will work collaboratively to closely monitor attendance through A2A, tardies, and absences—Health Supplies Access to health supplies for the nurse to ensure the safety of students. SEL Materials and resources will be available to support students in crisis or with social-emotional needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Engagement

By June 2025, per the Panorama Family Survey, parents will report 95% favorable for "my child's school offers opportunities to help me learn how to support my child's learning."

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Increase family and community engagement in supporting their child's learning with workshops and get involved in school events or activities other than parent-teacher conferences.

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
Panorama Family Survey	Currently, per the 23/24 Panorama Family Survey, parents reported 91% favorable for "my child's school offers opportunities to help me learn how to support my child's learning."	By June 2025, per the Panorama Family Survey, parents will report 95% favorable for "my child's school offers opportunities to help me learn how to support my child's learning."
Panorama Family Survey	Currently, per the 23/24 Panorama Family Survey, parents reported 92% favorable for "I am satisfied with the programs to help my child when he or she is struggling academically at school."	By June 2025, per the Panorama Family Survey, parents will report 95% favorable: "I am satisfied with the programs to help my child when he or she is struggling academically at school."
Panorama Family Survey	Currently, per the 23/24 Panorama Family Survey, parents reported 92% favorable for "I have participated in school activities other than parent-teacher conferences this year" is 92%.	By June 2025, the percentage of Los Arboles parents/guardians who respond favorably to "I have participated in school activities other than parent-teacher conferences this year" will increase from 92% to at least 95%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	To increase family involvement in activities other than parent-teacher conferences, we will have at least three family learning nights focused on promoting academic excellence, such as; Literacy, Mathematics, SEL, or STEAM night. We will also have at least three family fun engagement nights, such as BINGO, paint, dance, or movie nights which will promote school culture and students' sense of belonging. We will continue to have monthly Cafecitos meetings with an emphasis on parent workshops, restorative circles, and resources for families (Daily routines, Excite, Catholic charities, first families, etc.)	All Students	2,000 LCFF Concentration 5800: Professional/Consulting Services And Operating Expenditures Various parent involvement activities
3.2	Access to reprographics and postage to provide flyers and monthly calendars for upcoming events. We will continue to communicate through Parent Square, Los Arboles communication folder, and social media platforms (Instagram, facebook page, school website) to inform, update, and engage families.	All Students	177 LCFF Concentration None Specified Reprographics and postage
3.3	Babysitting will be provided for all parent meetings to remove barriers and increase parent participation.	All Students	500 Title I 2000-2999: Classified Personnel Salaries Babysitting childcare
3.4	Food will be provided for parent meetings to increase parent participation.	All Students	1,000 LCFF Concentration 4000-4999: Books And Supplies To provide support for staff.
3.5	Phone Stipend (\$60/month) provided for the principal to increase communication with families.	All Students	660 General Fund 0000: Unrestricted To provide support for teachers
3.6	Provide translators and interpretation for parent meetings, workshops, parent conferences, and flyers to ensure that parents have access in their language of choice to access and understand the information being provided.	All Students	500 LCFF Supplemental 4000-4999: Books And Supplies food and coffee

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.

We did not have a literacy committee or hold family literacy nights, however we did hold a mathematics night. Our focus was to engage families in "fun" family engagement night and then to begin more academic based family nights for the 24/25 school year now, that we have a higher number for families engaged, this upcoming school year, we will dedicate some of our family engagement nights to literacy through Cultivating Literacy. Interpretation, translation services, food, and babysitting for all meetings was critical to increase family participation. Monitoring student attendance and meeting with families often has reduced our chronic absenteeism as compared to the last school year.

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

Plan was implemented as approved and no major changes were made to expenditures and activities.

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.

We will continue to Family Events that range from; fun, academics, parenting resources, and workshops based on family needs. We will continue to use multiple modes of communication to keep families informed; social media, flyers, parent square, and text messages from the Principal. To remove barriers, we will still provide; Babysitting and food. Our goal is to get more families involved in organizing events this school year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$267,249.50
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$12,275.00

Subtotal of additional federal funds included for this school: \$12,275.00

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

State or Local Programs	Allocation (\$)
District Funded	\$192,772.50
General Fund	\$9,724.00
LCFF Concentration	\$13,677.00
LCFF Supplemental	\$38,801.00

Subtotal of state or local funds included for this school: \$254,974.50

Total of federal, state, and/or local funds for this school: \$267,249.50

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	26611	14,336.00
LCFF Supplemental	79002	40,201.00
LCFF Concentration	35840	22,163.00
General Fund	17190	7,466.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	192,772.50
General Fund	9,724.00
LCFF Concentration	13,677.00
LCFF Supplemental	38,801.00
Title I	12,275.00

Expenditures by Budget Reference

Budget Reference	Amount
	15,000.00
0000: Unrestricted	660.00
1000-1999: Certificated Personnel Salaries	172,000.00
2000-2999: Classified Personnel Salaries	10,564.00
4000-4999: Books And Supplies	21,076.00
5000-5999: Services And Other Operating Expenditures	33,800.00
5800: Professional/Consulting Services And Operating Expenditures	12,972.50
None Specified	1,177.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	15,000.00

1000-1999: Certificated Personnel Salaries	District Funded	150,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	16,800.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	10,972.50
0000: Unrestricted	General Fund	660.00
2000-2999: Classified Personnel Salaries	General Fund	9,064.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	9,500.00
4000-4999: Books And Supplies	LCFF Concentration	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	2,000.00
None Specified	LCFF Concentration	177.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6,000.00
4000-4999: Books And Supplies	LCFF Supplemental	14,801.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	17,000.00
None Specified	LCFF Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,500.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
4000-4999: Books And Supplies	Title I	4,275.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,548.50
Goal 2	181,864.00
Goal 3	4,837.00

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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rochelle Espitia	Principal
Stephanie Starkey	Classroom Teacher
Nelson Southward	Classroom Teacher
Suzanne Hodgson	Classroom Teacher
Lilliana Ziranda	Parent or Community Member
Stephanie Ceja	Parent or Community Member
Ingrid Gutierrez	Other School Staff
Priscilla Lopez	Parent or Community Member
Jenni Herrera	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 26th, 2023.

Attested:

	Principal, Rochelle Espitia on 4/26/23
	SSC Chairperson, Stephanie Ceja on 4/26/23