



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Lagunas Soria School	56725380119412	June 5, 2023	August 23, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Juan Lagunas Soria has been identified for Additional Targeted Support and Improvement (ATSI). The state of California requires schools that meet the criteria for ATSI to collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. The student group in which Soria needs additional support are students with disabilities. To meet the needs of our special education students, we will be focusing on student outcomes, tutoring and interventions, as well as ensuring that we target their IEP goals.

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

The Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children believe in exceeding their potential. The Mission of Juan Lagunas Soria School is to educate and prepare confident students to become college and career ready in an ever-changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2023-2024 school year, Juan Lagunas Soria School will emphasize accelerating learning and building rigor across all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy or biliteracy skills in order to reach their reading potential. Teachers will concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state mandated summative assessments. Teachers will also continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. Our School Site Leadership Team meets regularly to guide grade-level teacher collaboration modeled after the cycle of inquiry in order to continue making improvements in the areas of curriculum, instruction, and assessment so that students may experience school success across all academic, social, emotional, and behavioral areas.

Juan Lagunas Soria School supports the Oxnard School District's vision for a comprehensive Student Profile and will continue aligning school-wide systems and practices to meet the seven characteristics of the OSD Student Profile, which include:

1. Innovator: Students will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
2. Problem Solver: Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
3. Achiever: Students will be able to demonstrate their knowledge of local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and convey pride in their identity, heritage, and history.
5. Collaborator: Students will be collaborative learners; able to communicate and learn through and with others.
6. Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.
7. Focused on the Future: Students will be high school, college, and career ready; challenged to select rigorous courses, and equipped with the tools, knowledge, and skills to be prepared for the future.

At Juan Lagunas Soria School, our over-arching academic goal is to raise achievement scores for all students and all significant student subgroups (English Learners, Hispanic, White, Students with Disabilities, and Socioeconomically Disadvantaged). Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data in order to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instructional practices in both Sheltered English Instruction (SEI) and Biliteracy contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services to address students' academic achievement and/or social/emotional learning needs.

Utilizing a Multi-Tiered Systems of Support (MTSS) approach, student performance and progress are monitored by teachers while implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Student Success Team (SST) process. This process serves to inform changes needed at the Tier I instructional level or services and supports at the Tier II and/or Tier III levels provided by classroom teachers and/or other school personnel before, during, and/or after the instructional day. One example of a Tier II or III-level intervention is the Leveled Literacy Intervention (LLI) program facilitated by the the Literacy Intervention Teacher. Tier II to Tier III-Level Intervention services are typically provided in small group contexts and focus on students' needs in the areas of literacy, English Language Development (ELD), and/or mathematics. In order to address our students' social, emotional, and behavioral needs, the MTS/SST process is also used to identify students who are in need of receiving short-term individual and/or small group counseling services provided by our school counselor or long-term individual counseling services provided by county programs. In addition, our Attendance Tech and Outreach Coordinator provide support and incentives to students in need of improving daily attendance prior to referring students to the School Attendance Review

Team (SART) or School Attendance Review Board (SARB). Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counseling support services to meet their academic, language and communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after-school program to receive academic enrichment and study skills support.

Here at Juan Lagunas Soria, we take pride in fostering a school culture driven by a safe, positive, and professional learning environment. To ensure the safety of all students, school administration, campus supervisors, and other school personnel continuously monitor and supervise students throughout the instructional day. Our progressive discipline matrix assists teachers and administrators with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model guides all staff in providing a proactive and positive approach to promoting teacher/student relationships and managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. Teachers coordinate culminating activities, such as school performances, to demonstrate to parents, families, and other grade levels the knowledge and skills their students have mastered throughout the course of a unit or trimester. Students are also offered enrichment opportunities to excel in areas outside of academics, such as athletics, extracurricular clubs, and student leadership programs.

In order for students to achieve their fullest potential, we fully understand that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent and Family Engagement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. When possible, our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data-driven instructional practices, maintaining high expectations for student success, fostering a safe, positive learning environment, and strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing data from both formal and informal classroom observations conducted weekly in Kindergarten through 8th grade throughout the school year, assisted with the development of the goals, actions, and services highlighted throughout this School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systematic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify priority curriculum standards, and develop targeted student intervention and supports; a more robust implementation of the Multi-Tiered Systems of Support Model utilizing a cycle of inquiry approach; an emphasis on academic writing across all core subject areas; a continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics; and integration of social-emotional learning strategies and activities at the classroom and school levels to address and improve student wellness. In addition, the need to revamp the PBIS teams and CHAMPS to positively impact student discipline and in turn academics.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Juan Lagunas Soria utilizes data from formative assessments (Star Early Literacy, Reading and Math in English; in Spanish for students enrolled in the Biliteracy program; CAASPP Interim Assessment Blocks; writing prompts; ELD assessments; curriculum-embedded assessments and Panorama) at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement and social/emotional learning outcomes for all significant student groups. Grade-level teams meet regularly within a Professional Learning Community context to analyze formative assessment results in order to guide instruction and continue making progress toward meeting school-wide goals. Towards the end of the school year, mandated summative assessments (CAASPP, ELPAC) are administered to report student progress at the state level, as reported on the California School Dashboard.

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative and summative assessments in order to monitor student achievement and social/emotional learning outcomes to inform and modify classroom instructional practices based on key learning targets within the Common Core State Standards . Ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or Literacy Intervention Teacher during the instructional day or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is also offered to teachers when new curriculum is adopted and follow up training is available for continuous support with curricular materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and on the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Bilingual Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Professional development was provided in the following areas: instructional content, planning for DLI instruction and special education assessments.

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

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Bilingual contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams)
5. Develop and implement student support and intervention programs and services to address students' academic achievement and/or social/emotional learning needs.

Teaching and Learning

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

Collaboration, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis and intervention courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have equal access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based and aligned to the Common Core Standards. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Teachers first provide Tier I-Level standards-based instruction to all students, integrating all four levels of complexity to increase academic rigor throughout all core content areas. Through frequent, ongoing, and evidence-based collaboration, teachers are able to analyze ongoing formative assessment data to progress monitor student achievement and social/emotional learning outcomes in order to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tiered System of Supports (MTSS) model, specific and aligned intervention strategies are provided to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six to eight-week-long rounds of intensive intervention. Students who continue not meeting the expected outcomes from intervention will then be referred to the Success Study Team (SST) process, which includes other school personnel (e.g., School Counselor, Outreach Coordinator, Administration) and parents, to identify the necessary Tier I, Tier II or III-level services that are needed to address the student's academic and/or social/emotional needs. Students who still do not demonstrate adequate progress after having ongoing intensive and targeted intervention and support may be referred for Special Education assessment if it is suspected that a student has a learning disability interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

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

Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as working significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academic and social/emotional needs. Fiscal resources fundraised by the Juan Lagunas Soria PTA assist in supporting standards-based field trips; providing supplemental instructional resources for classroom teachers; supporting student assemblies, extracurricular activities, and athletics; and providing funding for incentives and rewards for students who meet their learning goals and achieve school success.

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

Juan Lagunas Soria School will continue to prioritize parent and family engagement during the 2023-24 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2023-24 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals for all students and all significant student groups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. School administration will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data and social/emotional learning outcomes in order to improve curriculum, instruction, and assessment.

Funding

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

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Juan Lagunas Soria School, categorical funding from Title I and III is utilized to support student intervention and enrichment programs aligned with meeting the needs of all students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Categorical funding supports standards and evidence-based teacher collaboration, as well as professional development, focused improving classroom and school-wide instructional programs and practices. Funding also supports the Outreach Coordinator position, who is responsible for coordinating and/or facilitating parent trainings and educational workshops aimed at strengthening parental involvement to support student learning. Funds will be utilized to support the middle school Advancement Via Individual Determination (AVID) program and student enrichment programs and activities aligned to the school's Te.A.L. strand focus or that benefit student engagement, athletics, leadership, and/or student wellness.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Juan Lagunas Soria School governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met regularly throughout the 2022-23 school year to analyze formative student achievement data and social/emotional learning outcomes in order to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the SPSA goals and objectives focused on setting high academic standards in Language Arts and Math, providing social/emotional support, and fostering a positive and safe school climate, and increasing parent and family engagement. School administration met with the English Language Advisory Committee on an ongoing basis to review the SPSA and discuss the strategies which focus on increasing parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

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

Compared to the 2022-23 school year, there has been a decrease in school-allocated funding for the 2023-24 school year. At the same time, the school district has allocated funding to cover expenditures directly related to school-level operations, including funding for one full-time 8 hour Outreach Coordinator position to support parent and family engagement, the provision of a Literacy Intervention Teacher to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards in language arts, the continuation of a district-wide learning management system (Canvas), one-to-one devices for all students, and school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn). As a result, there are currently no resource inequities related to fiscal funding. Outside of fiscal funding, time and staffing may always be considered resource inequities in meeting the goals identified within this School Plan for Student Achievement, as these resources serve to benefit any school in increasing student achievement and social/emotional learning outcomes for students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	1.6%	0.86%	0.65%	15	8	6
Asian	1.1%	1.18%	1.3%	10	11	12
Filipino	1.5%	1.51%	1.3%	14	14	12
Hispanic/Latino	90.7%	91.28%	91.52%	864	848	842
Pacific Islander	0.3%	0.11%	0.11%	3	1	1
White	3.4%	3.44%	3.59%	32	32	33
Multiple/No Response	1.5%	1.61%	1.52%	14	15	14
Total Enrollment				953	929	920

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	94	93	92
Grade 1	95	92	94
Grade 2	90	94	94
Grade3	99	90	94
Grade 4	111	104	97
Grade 5	128	109	101
Grade 6	97	129	113
Grade 7	115	110	129
Grade 8	124	108	106
Total Enrollment	953	929	920

Conclusions based on this data:

From 2020 to 2023, based on ethnicity, there have been only two significant student groups (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percentage of total enrollment for each of these two significant student groups has remained consistent during this time. Based on an analysis of student enrollment by grade level between 2020 and 2023, total enrollment has decreased by approximately 33 students. As a result, Juan Lagunas Soria School staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade level. Considering the increasing English Learners student group, we will continue monitoring their English Language Development simultaneously with their Spanish Language Development if they are part of the DLI program. In addition, ensuring that we are

providing rigorous ELD and SLD instruction to prepare students so they can reclassify and achieve the path to the seal of biliteracy.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	260	283	306	27.30%	30.5%	33.3%
Fluent English Proficient (FEP)	210	163	146	22.00%	17.5%	15.9%
Reclassified Fluent English Proficient (RFEP)	31		59	11.9%		19.3%

Conclusions based on this data:

Based on an analysis of English Learner enrollment at Juan Lagunas Soria School, the English Learners population has increased by 15% since the 2020-2021 school year. We now have 33.3% of English Learners at our site. Moreover, 19.3% of Juan Lagunas Soria School's total student population is made up of students who have been redesignated as Reclassified Fluent English Proficient (RFEP) students based on the 2022-2023 data. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continuing to monitor RFEP students' academic performance in both SEI and Biliteracy instructional settings.

School and Student Performance Data

Star Early Literacy

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	88	1	1%	2	2%	8	9%	77	88%	4	842
Grade 1	49	7	14%	5	10%	5	10%	32	65%	4	850
Grade 2	4	4	100%	0	0%	0	0%	0	0%	3	751

Conclusions based on this data:

Based on End of Year Star Early Literacy assessment data, 46% of Kindergarten students and 25% of 1st-grade students scored at or above the benchmark for their grade level. Overall, these results indicate that students will require further intervention and instructional support to improve their phonemic awareness in order to be able to improve their decoding and reading fluency skills so that they may begin comprehending grade-level passages and texts. The administration of the Star Early Literacy assessment is optional in 2nd grade, hence, the limited data available at this grade level in comparison to Kindergarten and 1st grade. By analyzing Star data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students who do not meet grade-level standards will be provided intervention and if there is no growth after that then they will be referred to the SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Reading

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	92	26	28%	23	25%	30	33%	13	14%	2	916
Grade 3	91	35	38%	24	26%	16	18%	16	18%	1	942
Grade 4	96	39	41%	12	13%	24	25%	21	22%	2	989
Grade 5	100	39	39%	30	30%	25	25%	6	6%	2	1016
Grade 6	41	20	49%	7	17%	11	27%	3	7%	2	1024
Grade 7	121	29	24%	29	24%	45	37%	18	15%	3	1084
Grade 8	99	30	30%	32	32%	31	31%	6	6%	2	1066

Conclusions based on this data:

Based on End of Year Star Reading assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 26% to 55% in grades 2-8. Similar to the Star Early Literacy assessment data, these results further support the need for literacy intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' language proficiency skills. By analyzing Star 360 data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will continue to identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Students who do not meet grade-level standards and do not make any growth after interventions in the classroom are provided will be referred to the SST process. Should Tier II or III-level interventions be determined necessary, students may be referred to the Literacy Intervention Teacher to participate in the Leveled Literacy Intervention program. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Math

Juan Lagunas Soria School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	91	13	14%	29	32%	38	42%	11	12%	2	862
Grade 2	48	23	48%	7	15%	12	25%	6	13%	2	903
Grade 3	90	36	40%	26	29%	16	18%	12	13%	2	952
Grade 4	84	29	35%	30	36%	20	24%	5	6%	2	994
Grade 5	99	51	52%	32	32%	9	9%	7	7%	1	1029
Grade 6	65	39	60%	21	32%	3	5%	2	3%	1	1020
Grade 7	128	68	53%	33	26%	18	14%	9	7%	1	1059
Grade 8	105	62	59%	26	25%	10	10%	7	7%	1	1053

Conclusions based on this data:

Based on End of Year Star Math assessment data, the percentage of students scoring at or above the benchmark for each grade level ranges from 24-71% in grades 1-8. These results further support the need for math intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' proficiency skills in the area of mathematics. By analyzing Star 360 data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits so that they may strategically provide students opportunities during Tier I level instruction to address their specific needs in the area of mathematics through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program as well as continue to promote students' participation and engagement with ST Math, which serves as an additional instructional resource for building students' mathematical reasoning skills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		91			88			88			96.7	
Grade 4		104			102			102			98.1	
Grade 5		110			108			108			98.2	
Grade 6		130			129			129			99.2	
Grade 7		108			105			105			97.2	
Grade 8		109			93			93			85.3	
All Grades		652			625			625			95.9	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2425.			22.73			27.27			21.59			28.41	
Grade 4		2453.			15.69			22.55			32.35			29.41	
Grade 5		2494.			15.74			35.19			19.44			29.63	
Grade 6		2536.			22.48			31.78			24.81			20.93	
Grade 7		2554.			16.19			40.00			20.00			23.81	
Grade 8		2523.			8.60			25.81			29.03			36.56	
All Grades	N/A	N/A	N/A		17.12			30.72			24.48			27.68	

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		19.32			59.09			21.59	
Grade 4		8.82			70.59			20.59	
Grade 5		12.96			72.22			14.81	
Grade 6		20.16			55.81			24.03	
Grade 7		13.33			63.81			22.86	
Grade 8		11.83			50.54			37.63	
All Grades		14.56			62.08			23.36	

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		25.00			50.00			25.00	
Grade 4		13.73			66.67			19.61	
Grade 5		12.96			61.11			25.93	
Grade 6		24.81			55.04			20.16	
Grade 7		26.67			60.95			12.38	
Grade 8		9.68			52.69			37.63	
All Grades		19.04			57.92			23.04	

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		7.95			79.55			12.50	
Grade 4		9.80			77.45			12.75	
Grade 5		12.04			73.15			14.81	
Grade 6		13.18			69.77			17.05	
Grade 7		12.38			71.43			16.19	
Grade 8		8.60			77.42			13.98	
All Grades		10.88			74.40			14.72	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.91			65.91			18.18	
Grade 4		4.90			80.39			14.71	
Grade 5		17.59			62.96			19.44	
Grade 6		20.16			62.79			17.05	
Grade 7		20.00			56.19			23.81	
Grade 8		11.83			66.67			21.51	
All Grades		15.36			65.60			19.04	

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated a slight decrease in the overall student achievement outcomes between 2021 and 2023, with the total number of students who met or exceeded standard decreasing from 47.84% in the 2021-22 school year to 45.33% in the 2022-23 school year. This is an indicator that a greater focus on first instruction, scaffolds, and interventions are needed to ensure greater student achievement. Teachers will continue progress monitoring students every trimester and collaborating as grade-level teams in PLCs to ensure greater success for students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		91			86			86			94.5	
Grade 4		104			102			102			98.1	
Grade 5		110			109			109			99.1	
Grade 6		130			128			128			98.5	
Grade 7		108			105			105			97.2	
Grade 8		109			101			101			92.7	
All Grades		652			631			631			96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.			13.95			26.74			20.93			38.37	
Grade 4		2427.			3.92			15.69			44.12			36.27	
Grade 5		2456.			4.59			10.09			34.86			50.46	
Grade 6		2502.			12.50			18.75			32.03			36.72	
Grade 7		2481.			10.48			7.62			30.48			51.43	
Grade 8		2461.			3.96			7.92			23.76			64.36	
All Grades	N/A	N/A	N/A		8.24			14.26			31.38			46.12	

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		20.93			45.35			33.72	
Grade 4		5.88			46.08			48.04	
Grade 5		5.50			50.46			44.04	
Grade 6		11.72			44.53			43.75	
Grade 7		10.48			39.05			50.48	
Grade 8		4.95			32.67			62.38	
All Grades		9.67			43.11			47.23	

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		18.60			41.86			39.53	
Grade 4		3.92			54.90			41.18	
Grade 5		5.50			51.38			43.12	
Grade 6		11.72			52.34			35.94	
Grade 7		10.48			50.48			39.05	
Grade 8		5.94			46.53			47.52	
All Grades		9.19			49.92			40.89	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.93			55.81			23.26	
Grade 4		5.88			59.80			34.31	
Grade 5		3.67			63.30			33.03	
Grade 6		14.06			62.50			23.44	
Grade 7		9.52			65.71			24.76	
Grade 8		0.00			59.41			40.59	
All Grades		8.87			61.33			29.79	

Conclusions based on this data:

Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2021 and 2023, with the total number of students who met or exceeded standard increasing from 22.5% in the 2021-22 school year to 26% in the 2022-23 school year. Although the percentage of students who nearly met the standard slightly decreased from 31.38% in the 2021-22 school year to 25.5% in the 2022-23 school year, the percentage of students who did not meet the standard also demonstrated a slight decrease from 46.12% in the 2021-22 school year to 45.67% in the 2022-23 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
2	1487.9	1488.2		1486.0	1497.9		1489.5	1478.0		29	33	
3	1503.7	1499.5		1515.0	1501.6		1491.9	1496.9		45	28	
4	1514.1	1538.5		1511.9	1546.3		1516.0	1530.2		46	41	
5	1519.6	1549.4		1522.6	1550.5		1516.1	1547.8		24	41	
6	1502.1	1544.5		1490.6	1540.1		1513.0	1548.4		16	23	
7	*	1543.5		*	1526.3		*	1560.1		8	17	
8	*	*		*	*		*	*		7	8	
All Grades										186	191	

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
2	13.79	18.18		48.28	39.39		31.03	30.30		6.90	12.12		29	33	
3	13.33	14.29		46.67	53.57		37.78	17.86		2.22	14.29		45	28	
4	13.95	34.15		58.14	51.22		25.58	14.63		2.33	0.00		43	41	
5	13.04	46.34		52.17	24.39		26.09	26.83		8.70	2.44		23	41	
6	0.00	26.09		37.50	47.83		50.00	26.09		12.50	0.00		16	23	
7	*	11.76		*	58.82		*	23.53		*	5.88		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	13.19	27.75		47.25	43.98		34.62	23.04		4.95	5.24		182	191	

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
2	31.03	36.36		37.93	30.30		20.69	30.30		10.34	3.03		29	33	
3	42.22	35.71		42.22	32.14		13.33	14.29		2.22	17.86		45	28	
4	41.86	63.41		41.86	34.15		16.28	2.44		0.00	0.00		43	41	
5	43.48	60.98		43.48	34.15		4.35	2.44		8.70	2.44		23	41	
6	0.00	56.52		56.25	30.43		18.75	13.04		25.00	0.00		16	23	
7	*	17.65		*	64.71		*	11.76		*	5.88		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	34.62	47.64		43.41	37.17		15.93	10.99		6.04	4.19		182	191	

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
2	13.79	9.09		41.38	42.42		31.03	18.18		13.79	30.30		29	33	
3	2.22	7.14		24.44	21.43		62.22	50.00		11.11	21.43		45	28	
4	6.98	9.76		34.88	41.46		37.21	41.46		20.93	7.32		43	41	
5	0.00	17.07		13.04	39.02		69.57	39.02		17.39	4.88		23	41	
6	0.00	17.39		6.25	21.74		68.75	56.52		25.00	4.35		16	23	
7	*	23.53		*	41.18		*	23.53		*	11.76		*	17	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	5.49	13.09		26.37	35.08		51.65	37.70		16.48	14.14		182	191	

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
2	20.69	33.33		75.86	54.55		3.45	12.12		29	33	
3	33.33	42.86		60.00	35.71		6.67	21.43		45	28	
4	41.86	65.85		51.16	34.15		6.98	0.00		43	41	
5	21.74	19.51		65.22	73.17		13.04	7.32		23	41	
6	6.25	8.70		62.50	86.96		31.25	4.35		16	23	
7	*	0.00		*	76.47		*	23.53		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	28.57	31.94		61.54	58.64		9.89	9.42		182	191	

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
2	34.48	39.39		55.17	57.58		10.34	3.03		29	33	
3	63.64	60.71		31.82	17.86		4.55	21.43		44	28	
4	57.14	70.00		40.48	30.00		2.38	0.00		42	40	
5	63.64	85.37		31.82	12.20		4.55	2.44		22	41	
6	50.00	78.26		37.50	21.74		12.50	0.00		16	23	
7	*	70.59		*	23.53		*	5.88		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	52.54	67.37		42.37	27.89		5.08	4.74		177	190	

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
2	20.69	9.09		65.52	66.67		13.79	24.24		29	33	
3	4.44	7.14		60.00	60.71		35.56	32.14		45	28	
4	9.30	9.76		62.79	70.73		27.91	19.51		43	41	
5	4.35	19.51		73.91	63.41		21.74	17.07		23	41	
6	0.00	13.04		31.25	43.48		68.75	43.48		16	23	
7	*	17.65		*	64.71		*	17.65		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	8.79	13.09		59.34	61.26		31.87	25.65		182	191	

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
2	10.34	27.27		75.86	45.45		13.79	27.27		29	33	
3	11.11	7.14		82.22	89.29		6.67	3.57		45	28	
4	14.63	31.71		73.17	65.85		12.20	2.44		41	41	
5	4.35	24.39		82.61	75.61		13.04	0.00		23	41	
6	12.50	30.43		81.25	69.57		6.25	0.00		16	23	
7	*	17.65		*	82.35		*	0.00		*	17	
8	*	*		*	*		*	*		*	*	
All Grades	10.56	23.04		78.89	70.68		10.56	6.28		180	191	

Conclusions based on this data:

Based on analysis of ELPAC summative data, all students in grades K-8 at Juan Lagunas Soria School demonstrated an increase in student achievement outcomes between the 2021-22 and 2022-23 school years, with students' Overall Language scores in Levels 3 and 4 increasing from 71.73%% in 2021-22 to 76.3% in 2022-23. The data also shares that 28.3% and 32.5% of English Learners are scoring at level 2 and 3 in writing. Juan Lagunas Soria School teachers will continue to focus on providing effective designated and integrated English Language Development, as well as intensive and strategic interventions and supports for English Learners, especially those identified as Long-Term English Learners. The teachers will also place an emphasis on writing across the curriculum to ensure that there is ample opportunity to practice writing. In addition, professional development will continue to be coordinated and provided to classroom teachers to continue improving instructional strategies that focus on scaffolding core content to ensure English Learners can access grade-level standards without decreasing depths of knowledge levels and rigor in both Sheltered English Instruction (SEI) and Biliteracy settings.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
929	72.1	30.5	0.1
Total Number of Students enrolled in Juan Lagunas Soria School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	283	30.5
Foster Youth	1	0.1
Homeless	26	2.8
Socioeconomically Disadvantaged	670	72.1
Students with Disabilities	97	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9
American Indian		
Asian	11	1.2
Filipino	14	1.5
Hispanic	848	91.3
Two or More Races	15	1.6
Pacific Islander	1	0.1
White	32	3.4

Conclusions based on this data:

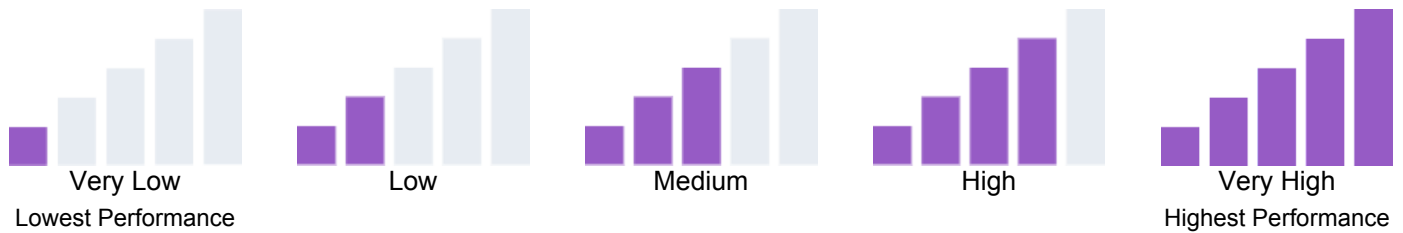
Analysis of 2021-2022 Dashboard Student Population student group data revealed that there were a total of three significant student groups at Juan Lagunas Soria School during the 2021-22 school year: English Learners (30.5%), Socioeconomically Disadvantaged (72.1%), and Students with Disabilities (10.4%). Analysis of Dashboard Student Population race/ethnicity data revealed that there were two significant student groups at Juan Lagunas Soria School during the 2021-22 school year: Hispanic (91.3%) and White (3.4%).

School and Student Performance Data

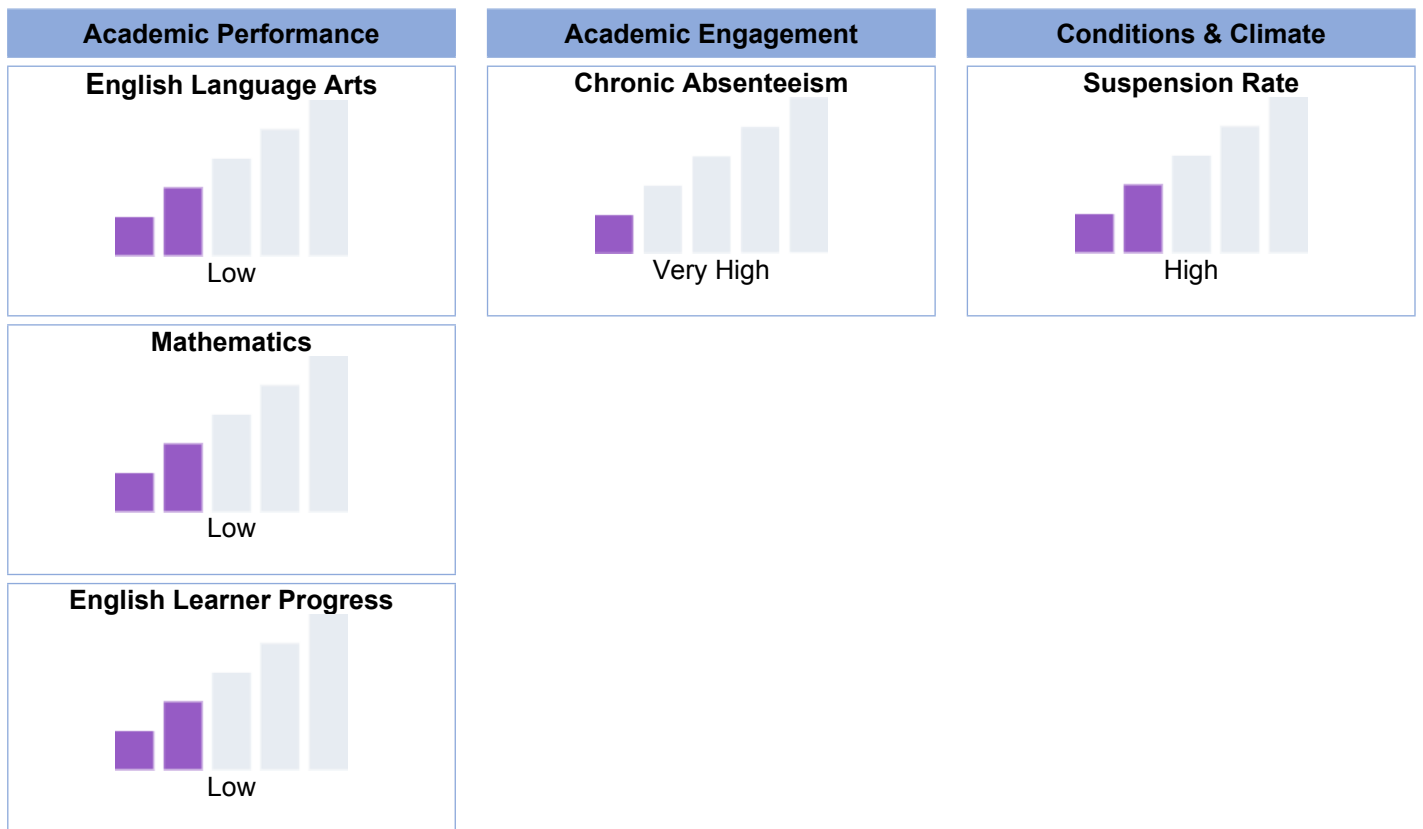
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

Based on 2022 Dashboard Overall Performance data for all students, Juan Lagunas Soria School will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics to promote student success across all core content areas in both Sheltered English Instruction (SEI) and Biliteracy settings. The focus will be on quality first instruction, monitoring student progress using STAR 360, providing interventions and collaborating with grade-level teams to follow the MTSS model to ensure that all students are making academic gains.

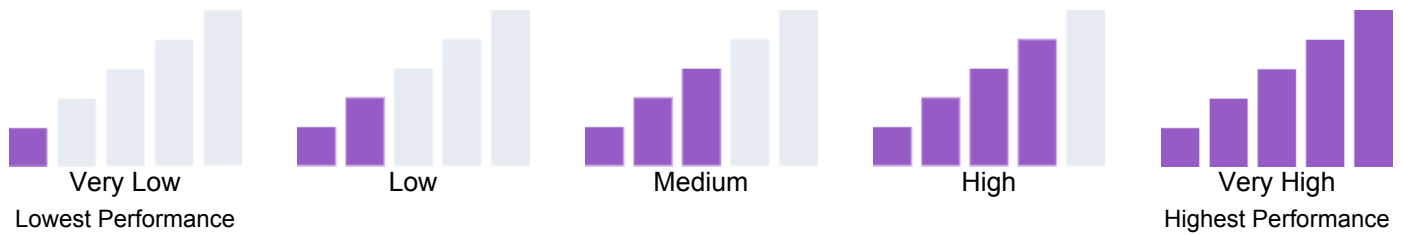
In addition, working on revamping the PBIS model and CHAMPS to positively impact the suspension rates as well as closely monitoring student attendance and establishing incentives for students and providing information to parents so they can assist in positively making a change in our chronic absenteeism numbers.

School and Student Performance Data

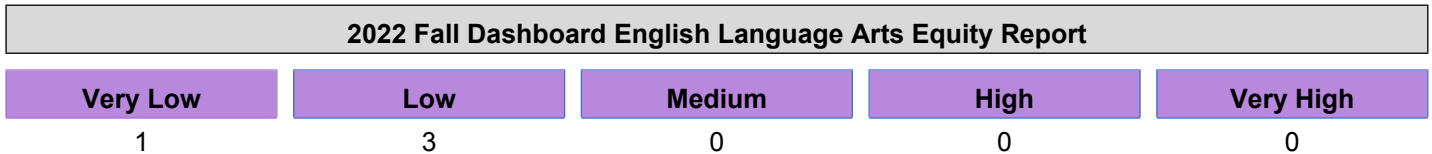
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

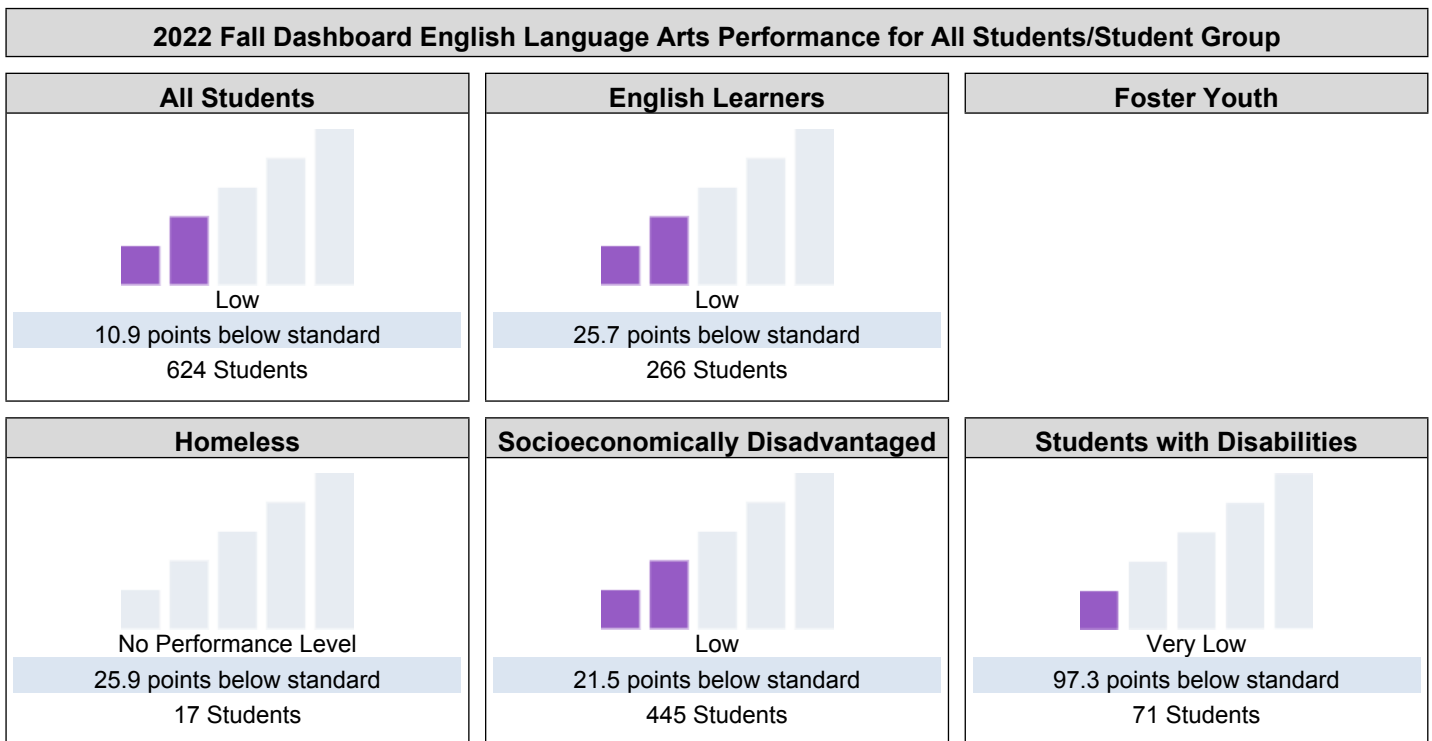
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



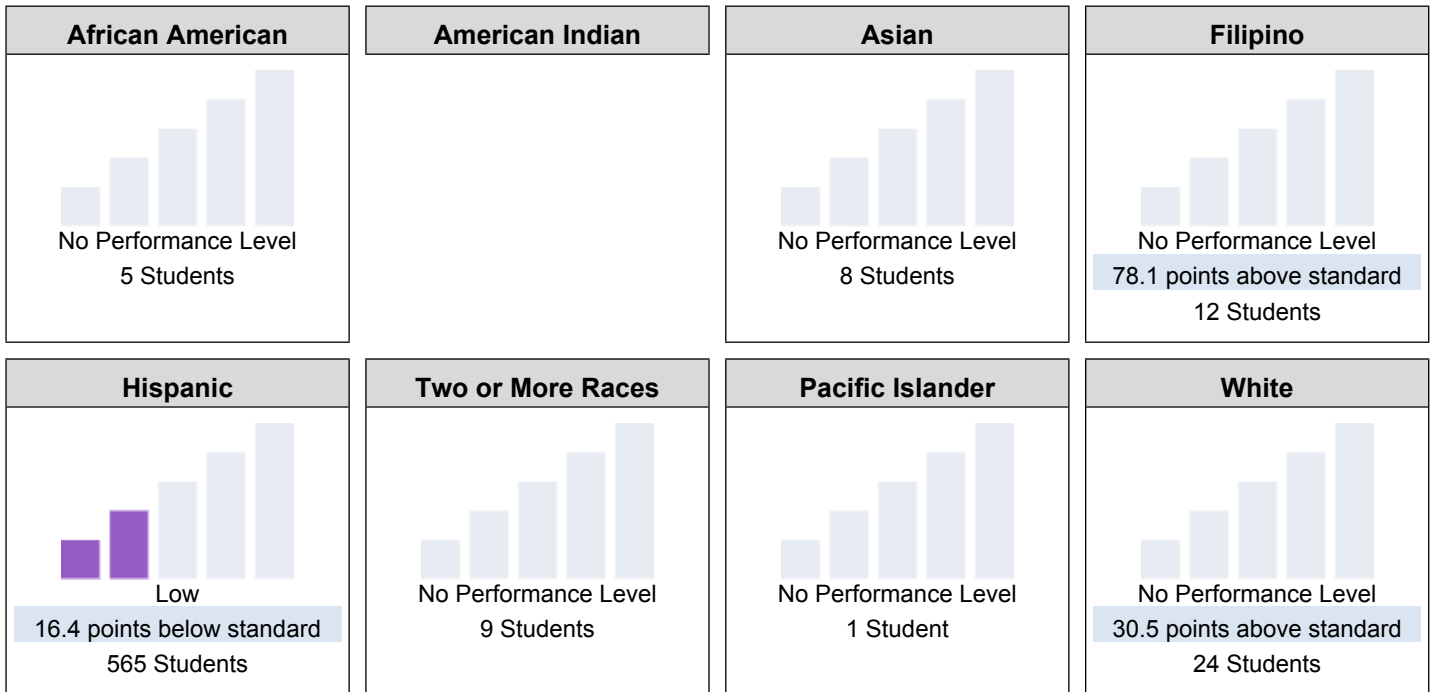
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.4 points below standard 154 Students	22.1 points above standard 112 Students	4.1 points below standard 312 Students

Conclusions based on this data:

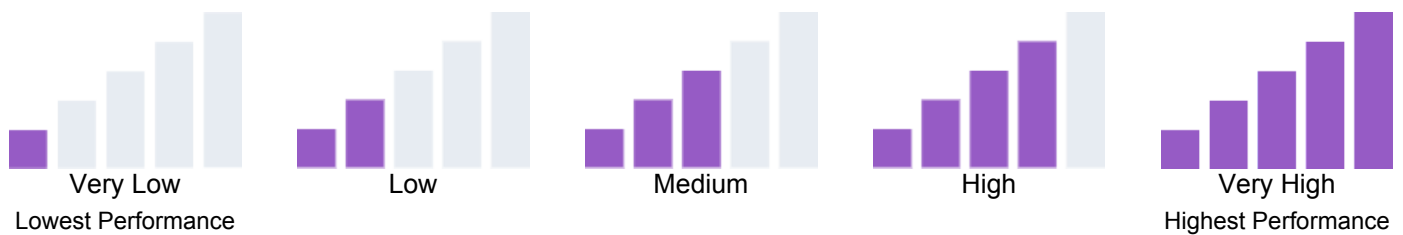
Based on the student data from the 2022 Fall Dashboard English Language Arts Equity Report, including data from students representing English Learner, Socioeconomically Disadvantaged, and Students with Disabilities significant student groups, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Being that Juan Lagunas Soria is in ATSI for English Language Arts because of the performance of students with disabilities, we will ensure that that we are closely monitoring their progress, providing the necessary interventions and offering before and after school tutoring to ensure that they are making academic growth.

School and Student Performance Data

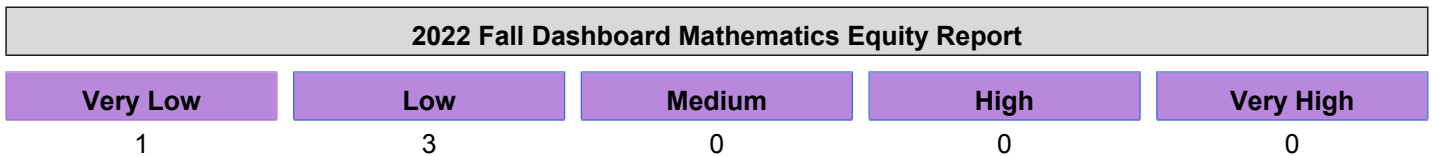
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

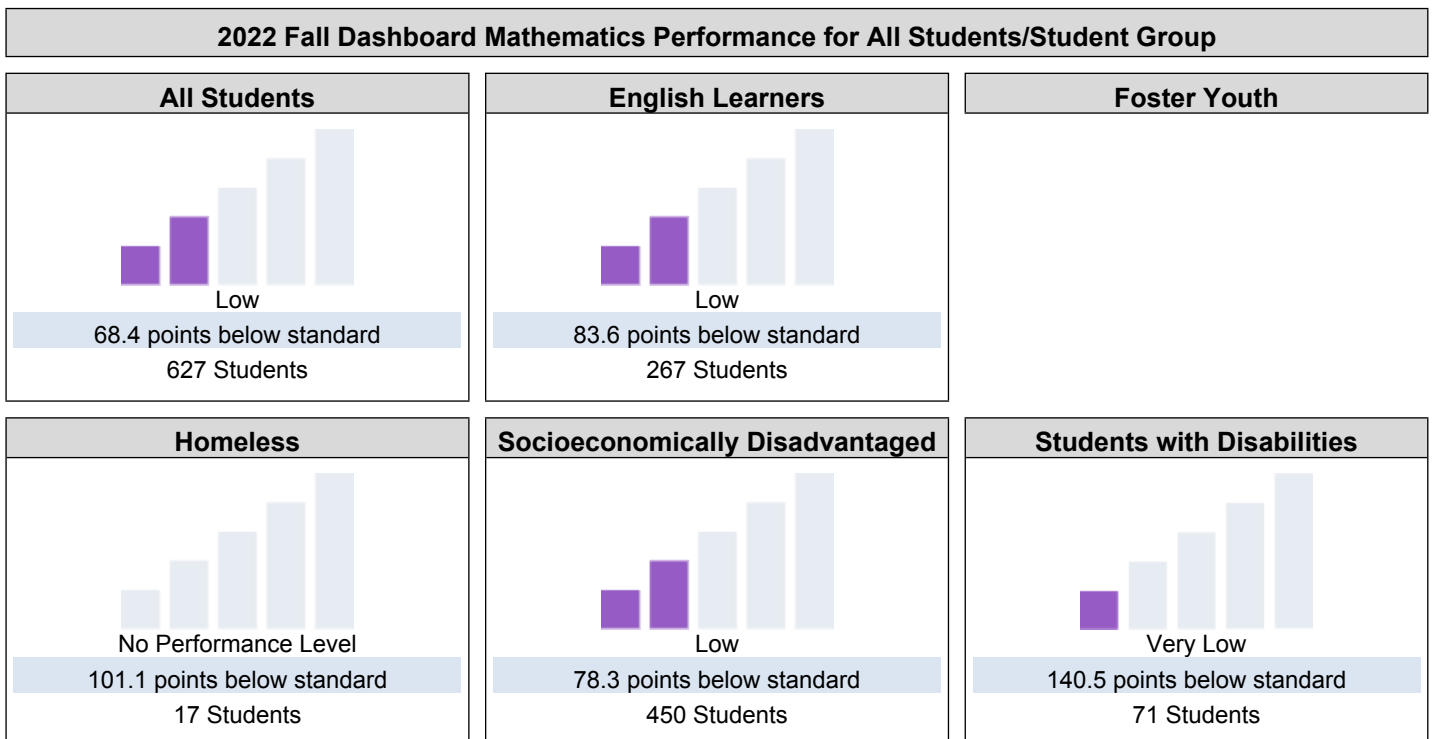
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



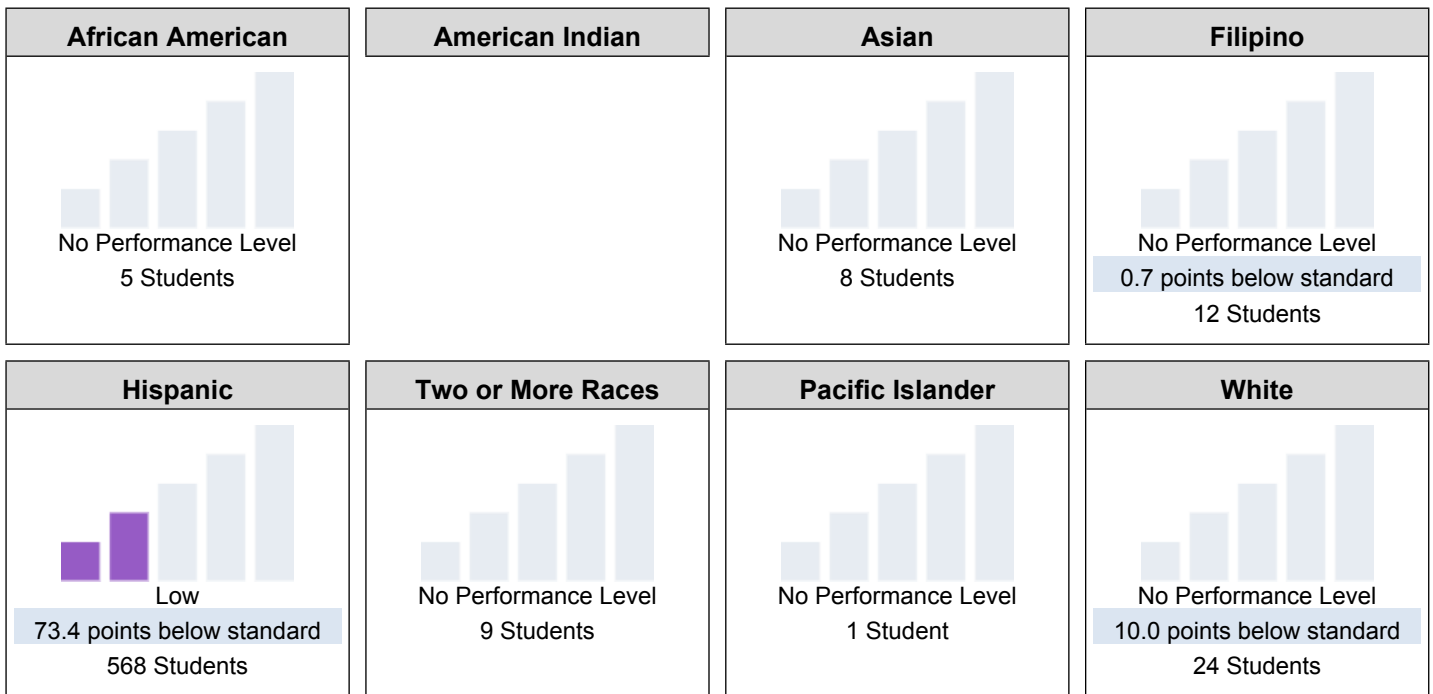
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">110.6 points below standard</p> <p>154 Students</p>	<p style="background-color: #e6f2ff;">46.8 points below standard</p> <p>113 Students</p>	<p style="background-color: #e6f2ff;">55.9 points below standard</p> <p>313 Students</p>

Conclusions based on this data:

Based on the student data from the 2022 Fall Dashboard Mathematics Equity Report, including data from students representing English Learners, Socioeconomically Disadvantaged, and Students with Disabilities significant subgroups, Juan Lagunas Soria School classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. Also, being that Juan Lagunas Soria is in ATSI for Math because of the performance of students with disabilities, we will ensure that that we are closely monitoring their progress, providing the necessary interventions, and offering before and after school tutoring to ensure that they are making academic growth.

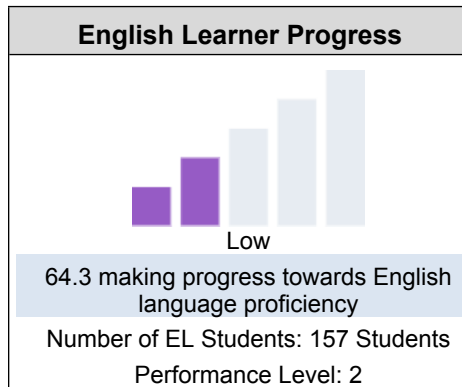
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
10.8%	24.8%	1.3%	63.1%

Conclusions based on this data:

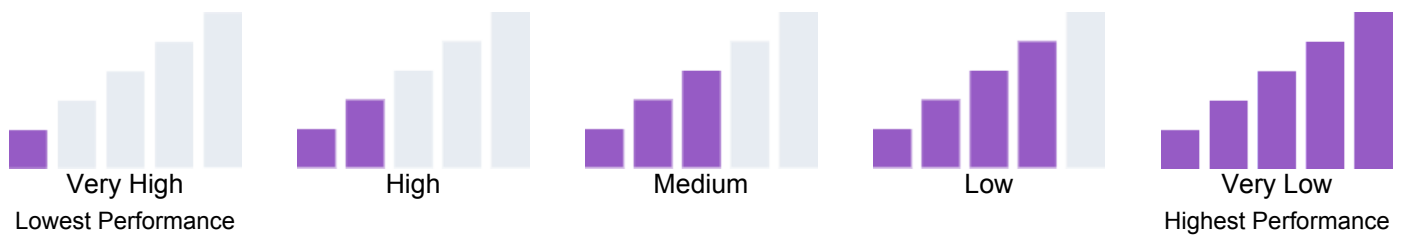
According to the Fall 2022 Dashboard English Learner Progress Indicator, 64.3% of English Learners were making progress towards English language proficiency. As a result, Juan Lagunas Soria School classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

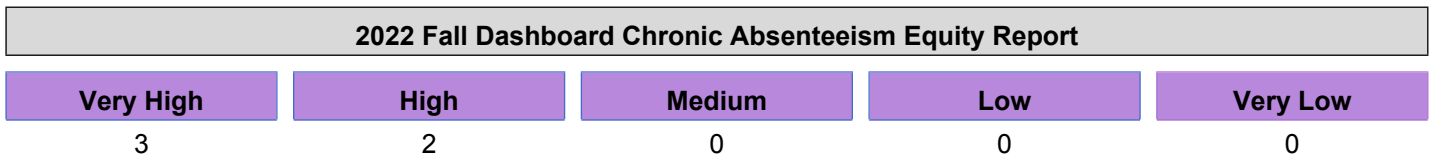
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

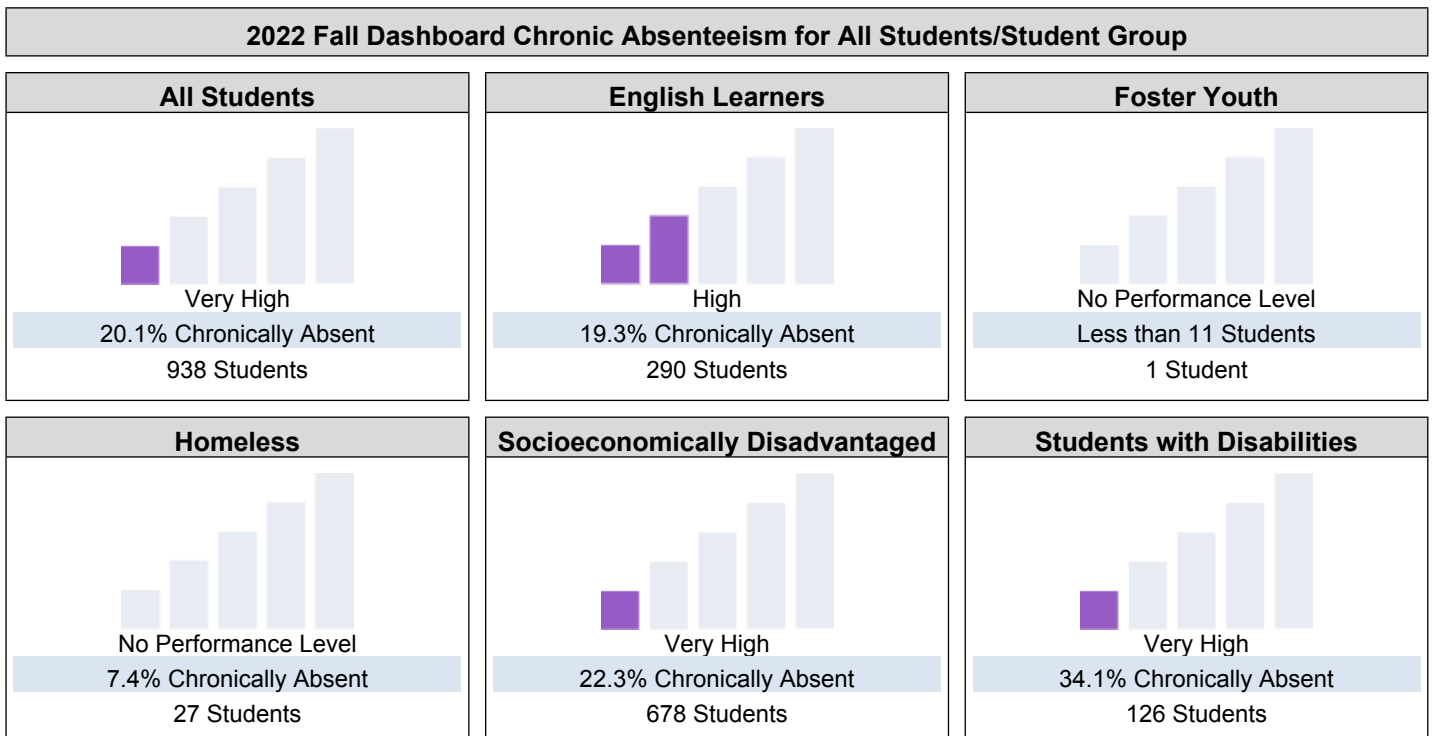
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



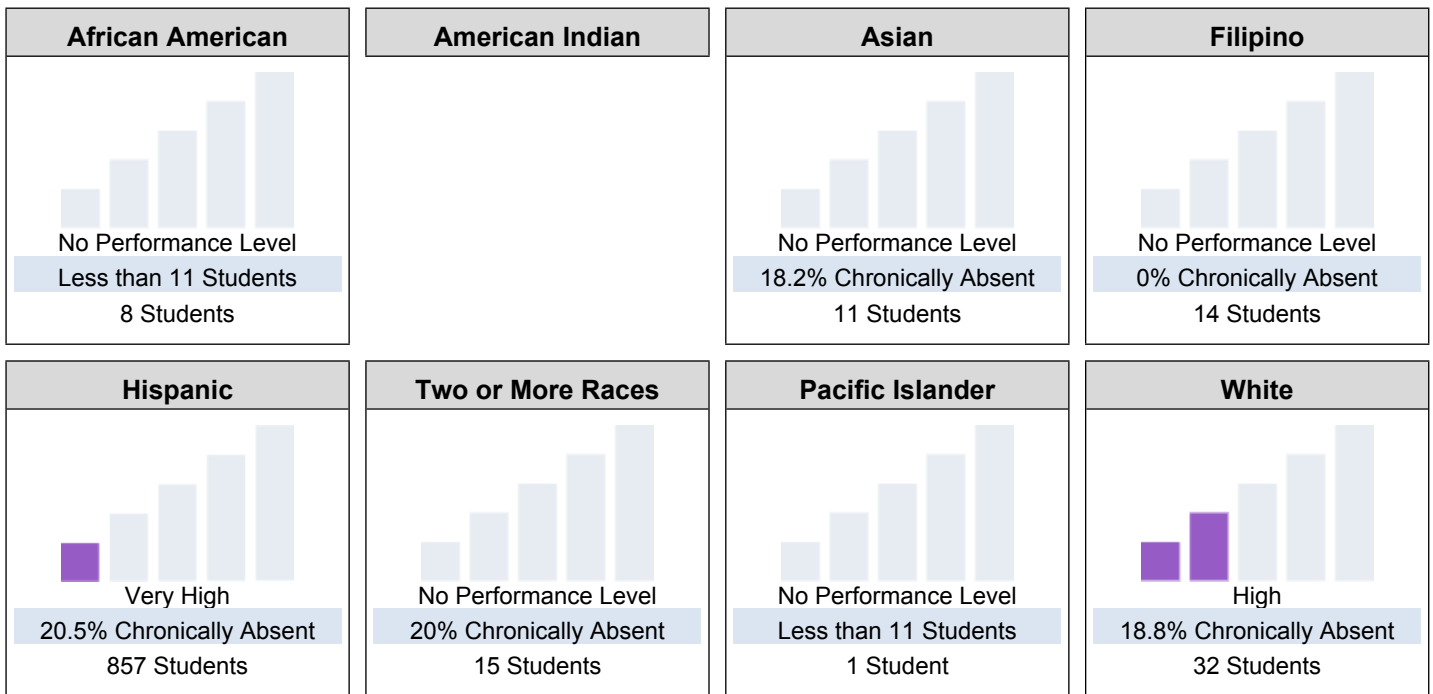
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

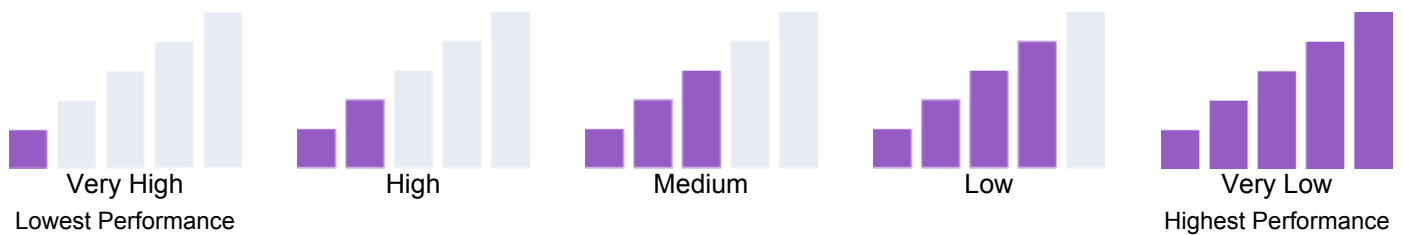
Based on 2022 Fall Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue to focus on addressing students' and family's challenges with daily student attendance. Being that Juan Lagunas Soria is in ATSI for chronic absenteeism we will ensure that that we are closely monitoring and identifying students early on to provide interventions such as: home visits, meetings with family with the school outreach specialist and administration. As well as putting in place a positive attendance system with rewards.

School and Student Performance Data

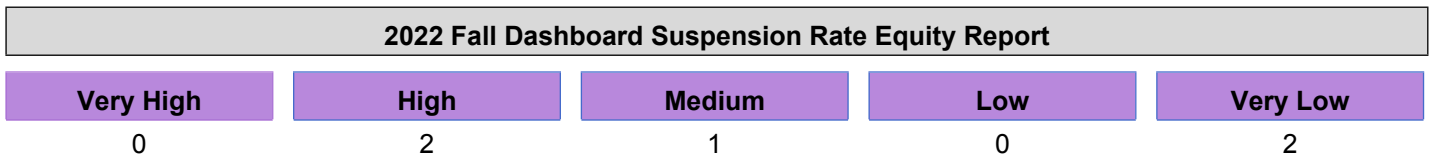
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

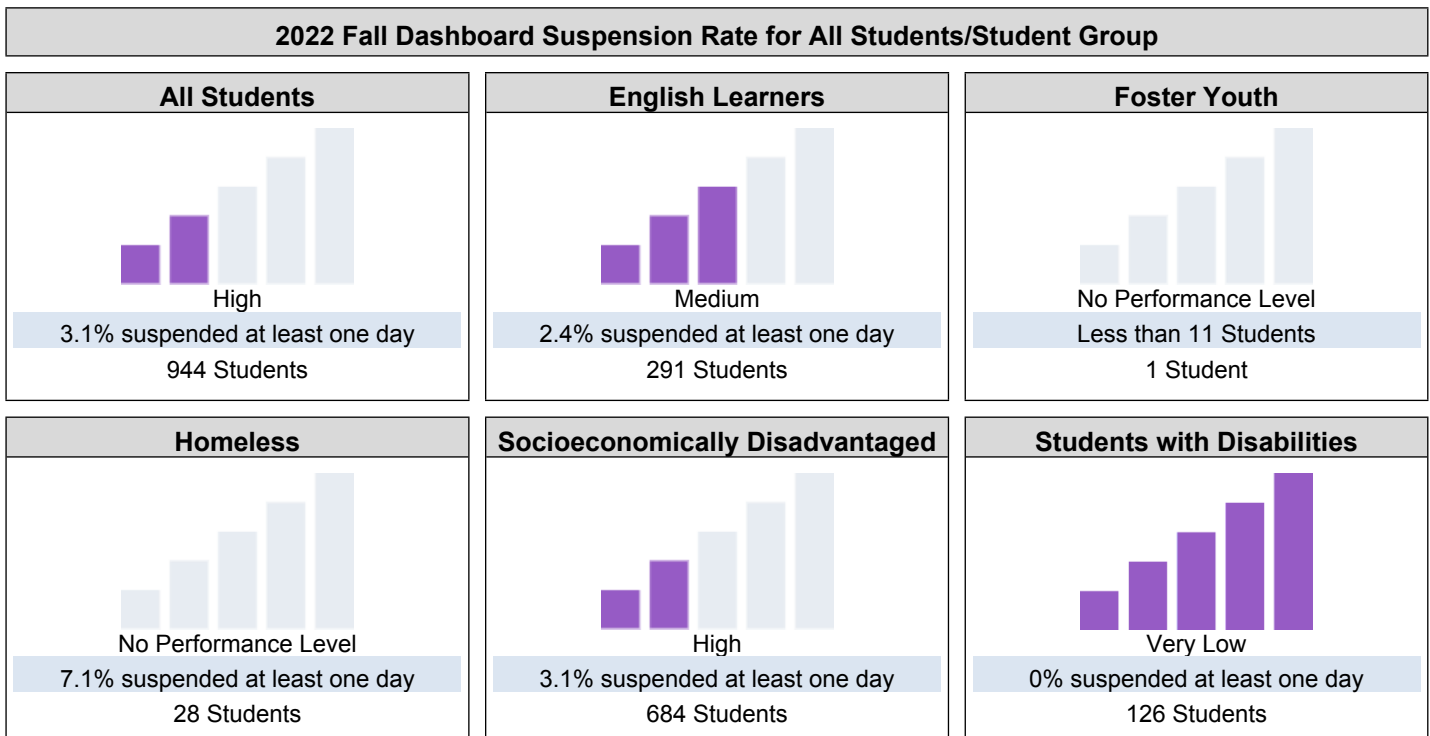
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



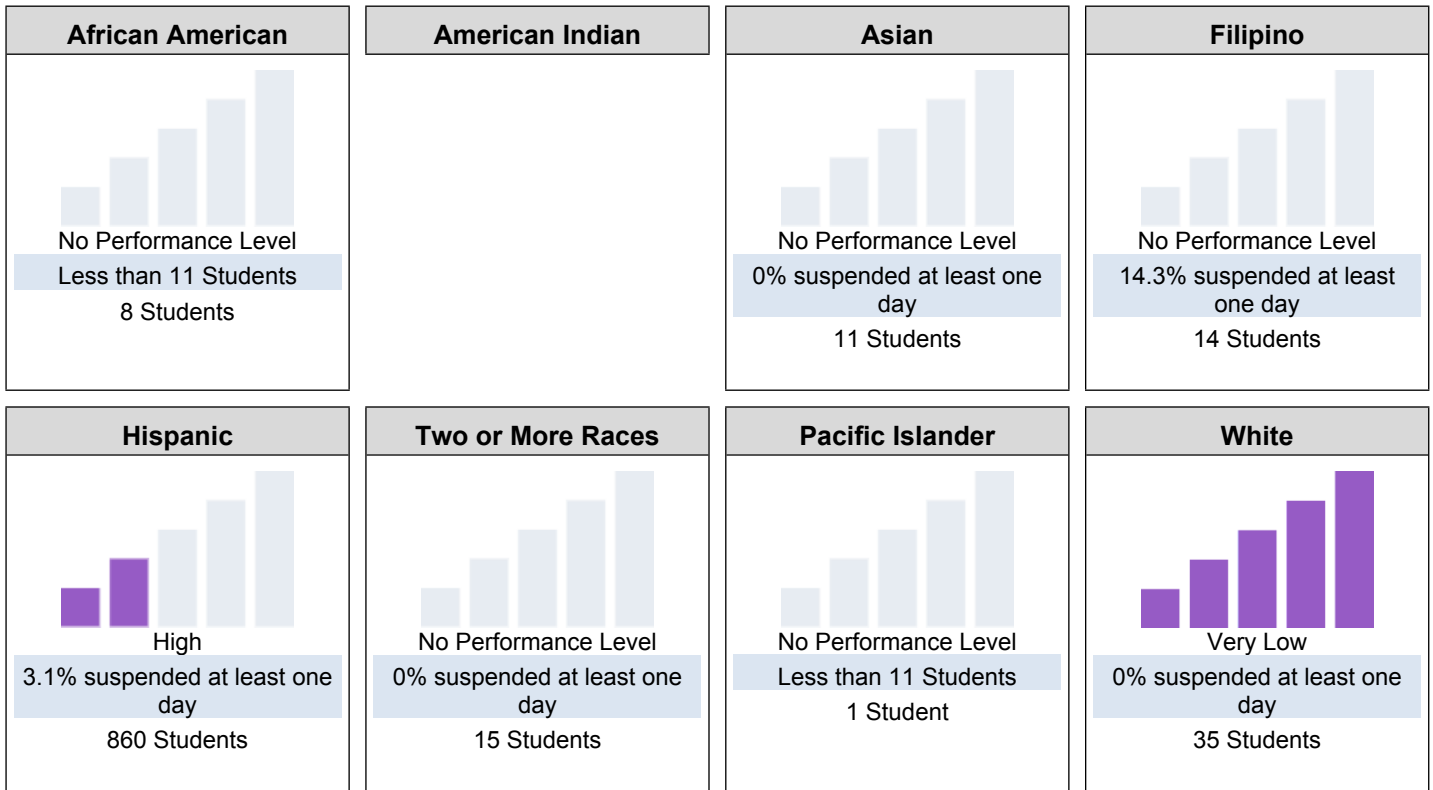
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Based on the 2022 Fall Dashboard Suspension Rate Equity Report for all students, including those representing English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of physical environments, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate with Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Also, the school will be revamping the PBIS model and CHAMPS to promote positive behavior in students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
 To provide equipment, materials and technology resources that support high quality instruction.
 To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2022-2023 CAASPP Data (All Students): Met/Exceeded: 45% Nearly Met: 22.3% Not Met: 31.6%	2023-24 CAASPP (All Students): Met/Exceeded: 52.84% Nearly Met: 29.48% Not Met: 17.68%
CAASPP Math	2022-2023 CAASPP Data (All Students): Met/Exceeded: 26% Nearly Met: 25.5% Not Met: 46.6%	2023-24 CAASPP (All Students): Met/Exceeded: 27.5% Nearly Met: 36.38 % Not Met: 36.12%
ELPAC	2022-23 ELPAC Overall Language data: 3.9 % of all students scored at Level 1 (Beginning Stage) 19.8% of students scored at Level 2 (Somewhat Developed) 33.9% of students scored at Level 3 (Moderately Developed) 42.4% of students scored at Level 4 (Well Developed).	2023-24 ELPAC (All Students for Overall Language): Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 20% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	<p>End-of-Year 2022-23</p> <p>Kindergarten (English; N= 91): At/Above Benchmark: 79%</p> <p>Kindergarten (Spanish; N=46): At/Above Benchmark: 63%</p> <p>1st Grade (English; N= 95): At/Above Benchmark: 51%</p> <p>1st Grade (Spanish; N=47): At/Above Benchmark: 55%</p>	<p>End of Year (EOY) 2024</p> <p>1st Grade (English): At/Above Benchmark: 81% (Winter) 84% (EOY)</p> <p>1st Grade 2022-23 (Spanish): At/Above Benchmark: 65% (Winter) 75% (End-of-Year)</p> <p>Incoming 2nd grade students will participate in the STAR English Reading Assessment</p> <p>Incoming 2nd grade students will participate in the STAR Spanish Reading Assessment</p>
STAR Reading	<p>End of Year 2023: At/Above Benchmark</p> <p>2nd Grade (English; N=94): 46%</p> <p>2nd Grade (Spanish; N=47): 43%</p> <p>3rd Grade (English; N=92): 37%</p> <p>3rd Grade (Spanish; N=44): 39%</p> <p>4th Grade (English; N=100): 46%</p> <p>4th Grade (Spanish; N=45): 29%</p> <p>5th Grade (English; N=102): 26%</p> <p>5th Grade (Spanish; N=41): 20%</p>	<p>Winter & End of Year 2023-24: At/Above Benchmark</p> <p>3rd Grade (English): 50% (Winter) 55% (EOY)</p> <p>3rd Grade (Spanish): 45% (Winter) 53% (EOY)</p> <p>4th Grade (English): 40% (Winter) 47% (EOY)</p> <p>4th Grade (Spanish): 44% (Winter) 49% (EOY)</p> <p>5th Grade (English): 50% (Winter) 55% (EOY)</p> <p>5th Grade (Spanish): 35% (Winter) 39% (EOY)</p> <p>6th Grade (English):</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>6th Grade (English; N=110): 34%</p> <p>6th Grade (Spanish; N=44): 55%</p> <p>7th Grade (English; N=118): 38%</p> <p>7th Grade (Spanish; N=92): 30%</p> <p>8th Grade (English, N=107): 23%</p> <p>8th Grade (Spanish; N=92): 30%</p>	<p>30% (Winter) 36% (EOY)</p> <p>6th Grade (Spanish) 25% (Winter) 30% (EOY)</p> <p>7th Grade (English): 39% (Winter) 44% (EOY)</p> <p>7th Grade (Spanish): 60% (Winter) 65% (EOY)</p> <p>8th Grade (English): 43% (Winter) 48% (EOY)</p> <p>8th Grade (Spanish): 35% (Winter) 40% (EOY)</p>
STAR Math	<p>End of Year 2023: At/Above Benchmark</p> <p>1st Grade (English; N=95): 71%</p> <p>1st Grade (Spanish; N=___): ___%</p> <p>2nd Grade (English; N=47): 43%</p> <p>2nd Grade (Spanish; N=47): 43%</p> <p>3rd Grade (N=92):43%</p> <p>4th Grade (N=100): 46%</p> <p>5th Grade (N=102): 41%</p> <p>6th Grade (N=110): 26%</p> <p>7th Grade (N=115): 37%</p>	<p>Winter & End of Year 2023-24: At/Above Benchmark</p> <p>2nd Grade (English): 75% (Winter) 80% (EOY)</p> <p>2nd Grade (Spanish): ___% (Winter) ___% (EOY)</p> <p>3rd Grade (English): 48% (Winter) 53% (EOY)</p> <p>Incoming 3rd-grade students do not participate in the STAR 360 Spanish Math Assessment</p> <p>4th Grade (English): 48% (Winter) 53% (EOY)</p> <p>5th Grade (English): 51% (Winter)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th Grade (N=107): 24%	56% (EOY) 6th Grade (English): 46% (Winter) 51% (EOY) 7th Grade (English): 31% (Winter) 36% (EOY) 8th Grade (English): 42% (Winter) 47% (EOY)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Biliteracy instructional settings, and enhance classroom instruction and technology, while utilizing formative and summative assessment results to inform school-wide decision making.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
60764	LCFF 4000-4999: Books And Supplies Warehouse charges, Supplemental Instructional Materials and Supplies
1000	LCFF 4000-4999: Books And Supplies Technology (e.g., Computer equipment, Printers, headphones, software)

2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics
5000	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for teacher collaboration, professional development, training, and school site Leadership Team and School Site Council meetings beyond contractual day
3000	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff
1500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services; Online subscriptions/licenses
5000	Title I 4000-4999: Books And Supplies Supplemental Instructional Books, including classroom library books in Spanish and English, Materials and Supplies
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Registration/Entrance Fees (e.g, Spelling Bee); Online subscriptions/licenses
250	LCFF 5900: Communications Postage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies and district adopted curriculum. A team will attend the CAFE conference to receive the latest information to support ELs and continue their professional development in language building best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs (e.g. CABE)
7500	Title III 5000-5999: Services And Other Operating Expenditures Extra hours for Certificated Teachers to attend professional development
5000	Title III 4000-4999: Books And Supplies Texts to support language acquisition
2423	Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries After School Program staffing costs
	ASES 4000-4999: Books And Supplies After School Program instructional materials and related expenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model through the SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs. Provide Tier I, II, and III-level interventions to underperforming students in ELA/SLA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries One Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention
16000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
	District Funded 2000-2999: Classified Personnel Salaries Two Kindergarten paraeducators to support small group instruction
9826	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
1176	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings
5000	Title I 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST and/or Data Analysis meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support transportation and registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Field Trip Registration Fees

10000

Title I
5700-5799: Transfers Of Direct Costs
Field Trip Transportation Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for Duplo machine and copy machines to support curriculum, instruction, and assessment across a all core subjects, electives, and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF
5000-5999: Services And Other Operating
Expenditures
Duplo Maintenance Agreement

2500

LCFF
4000-4999: Books And Supplies
Duplo materials and supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative CAASPP and ELPAC assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
District-wide Renaissance contract

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries

	Library Media Tech Salary
3000	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
6372	Title I 4000-4999: Books And Supplies Books (library and classroom sets)
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Hours/Extra Help for Library Media Tech

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

ATSI focus-students with special needs

Strategy/Activity

Monitor students with special needs' annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment. Use STAR to closely monitor their progress and provide the necessary interventions to support their academic achievement. Offer before and after school tutoring for extra support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Certificated substitute teachers to release
General Education and Special Education
classroom teachers to hold Initial, Annual,
Triennial and Other Review IEP meetings

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license
7000	Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math district-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia for ELA district-wide license
3305	Title I 5800: Professional/Consulting Services And Operating Expenditures ESGI Kindergarten progress monitoring tool

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Teacher Liaison

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will support extracurricular activities and clubs that promote student engagement, leadership, and/or professional development opportunities (e.g., Associated Student Body (ASB)).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Student Leadership/professional development

1000

LCFF
5000-5999: Services And Other Operating Expenditures
ASB Insurance

1500

LCFF
1000-1999: Certificated Personnel Salaries
Extra certificated hours to coordinate extracurricular activities/clubs

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The site will hold Awards Assemblies for students each trimester to recognize and reward student academic achievement. Biliteracy students will be recognized for meeting biliteracy benchmarks. English Learners will be recognized for being reclassified as Redesignated Fluent English Proficient (RFEP).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF
4000-4999: Books And Supplies

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all middle school students in grades 6-8.

Strategy/Activity

The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees)
	District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors
1000	Title I 4000-4999: Books And Supplies Instructional Materials to support AVID
2500	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training
1500	Title I 1000-1999: Certificated Personnel Salaries AVID Tutor extra hours to support 6th - 8th grade AVID program
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Training Registration Fees

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to promote students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus and the Next Generation Science Standards, including, but not limited to, middle school electives, music, art and the school garden.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4500

LCFF
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 8th Grade

Strategy/Activity

The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Materials expenses to promote 8th grade students' transition to high school

1000

LCFF
1000-1999: Certificated Personnel Salaries
Extra hours for teachers and counselor to support 8th grade students' transition to high school

500

LCFF

2000-2999: Classified Personnel Salaries
Extra hours for ORC to support 8th grade students' transition to high school

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 7th and 8th Grades

Strategy/Activity

Counselor, Outreach Coordinator, and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to support student athletics to promote student involvement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5200

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Sports Registration Fees

5000

LCFF
4000-4999: Books And Supplies
Athletic equipment, uniforms

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE students

Strategy/Activity

The site will continue to provide opportunities for academic enrichment for students identified as GATE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
4000-4999: Books And Supplies
Supplemental instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Ongoing analysis of Star 360 student achievement data throughout the 2022-23 school year highlighted concerns with students' academic ability and proficiency on grade-level standards in the areas of reading and mathematics. 2023 ELPAC and CAASPP summative assessment data will further help to reveal students' proficiency levels on grade-level standards. During the 2022-23 school year, school staff were successful with focusing instruction on core subject matter; emphasizing priority standards across each grade level. Utilizing a Multi-Tiered System of Supports model approach, grade-level teams were able to collaborate and identify students in need of small group intervention throughout the instructional day, provide the necessary intervention and refer to SST if needed.

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

Budget expenditures were aligned with the intended implementation of the 2022-23 school plan. Juan Lagunas Soria School continues to focus on building strong academic foundations for all students while tightening and being more purposeful and systematic with evidence-based teacher collaboration and instructional strategies.

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.

Analysis of the 2022-23 SPSA and academic achievement outcomes resulted in the continued need for improved, systematic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics. As mentioned in Strategy 5, this year we will focus on enhancing the MTSS process to support student learning and development at all levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2022-23 The suspension rate was 3.1 %	During the 2023-24 school year, the suspension rate will decrease to 2%.
Student Attendance	2022-23 Overall Average Daily Attendance Rate: 92.3%	The Overall Average Daily Attendance Rate will increase to 94% for the 2023-24 school year.
Panorama Survey	Spring 2023 (All Students) Grades 3-5 (N=292) Teacher-Student Relationships: 74% Sense of Belonging: 64% Self-Management: 72% Social Awareness: 68% Engagement: 62% Growth Mindset: 55% Emotional Regulation: 46% Grades 6-8 (N=322) Self-Management: 66% Teacher-Student Relationships: 47% Social Awareness: 57%	2023-24: Increase Panorama Survey Results by 5% Grades 3-5 Teacher-Student Relationships: 80% Sense of Belonging: 70% Self-Management: 77% Social Awareness: 75% Engagement: 70% Growth Mindset: 60% Emotional Regulation: 51% Grades 6-8 Self-Management: 70% Teacher-Student Relationships: 57%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset: 51% Sense of Belonging: 45% Emotional Regulation: 51% Engagement: 30%	Social Awareness: 65% Growth Mindset: 55% Sense of Belonging: 55% Emotional Regulation: 56% Engagement: 40%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and ATSI Focus students with disabilities

Strategy/Activity

Attendance rates will be monitored and school site SART meetings will be held for those students with excessive tardies or absences. Students who continue to demonstrate poor attendance will be referred to the district-level SARB process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

District Funded
2000-2999: Classified Personnel Salaries
Attendance Tech Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Training for all staff, including Campus Supervisors

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School will provide Campus Supervision to ensure the safety of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Campus Supervisor Salaries
42196	LCFF 2000-2999: Classified Personnel Salaries Two Additional Campus Supervisor Positions to increase campus supervision (total of 10 supervisors)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9000	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help
4000	LCFF 2000-2999: Classified Personnel Salaries Custodial-OT

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Panorama Contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all Middle School students.

Strategy/Activity

School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies to promote positive middle school student decision-making and healthy choices (e.g., Red Ribbon Week)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during trimester Awards Assemblies and through rewards provided by the Student Store.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies Positive Behavior and Positive Attendance Incentives and Awards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lockdown drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure administrative site coverage when Principal and Assistant Principal are absent or off site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

326

LCFF
1000-1999: Certificated Personnel Salaries
Administrative Support / Extra Help

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
1000-1999: Certificated Personnel Salaries
Extra certificated hours for attending school site
PBIS Committee meetings beyond contractual
day

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement CHAMPS to promote student safety and team building during recess, lunch, and transitions. Purchase and monitor inventory of recess and PE equipment to provide playground activities for students. Implement district-wide SPARK PE program in grades K-5.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCFF
4000-4999: Books And Supplies
Playground/PE Equipment Expenses

District Funded
4000-4999: Books And Supplies
SPARK PE Program curriculum, materials, and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF
4000-4999: Books And Supplies
Purchase necessary safety equipment such as cones, bull horns, safety vests, etc.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary
1000	LCFF 1000-1999: Certificated Personnel Salaries School Counselor extra help

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations, including dress code.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Bullying Prevention, and Threat Assessment training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach Coordinator will connect with and support students and families to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Salary for a full-time 8 hour Outreach Coordinator position to support student attendance, engagement, and social/emotional wellbeing.
500	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator overtime
250	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator extra help

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-23 school year, the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and/or Principal met regularly to monitor student attendance, identify students at risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs in order to offer families support in addressing barriers that negatively impacted student attendance.

In terms of addressing our students' social, emotional, and behavioral needs, students were identified through the SST process to receive individual and/or small group counseling services provided by the school counselor or county-level services. Trimester Awards Assemblies honored and recognized the hard work and positive choices students made by rewarding students with praise, recognition, and incentives. The plan for this year is to continue positively recognizing expected behavior. Also, a focus this year will be to have our PBIS/School Safety Teams meet on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. The Positive Behavior Intervention and Support model guided staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom learning environment, whether virtually or in person.

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

Budget expenditures aligned to the intended implementation of the 2022-23 school plan. Juan Lagunas Soria School continues to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

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.

Based on the analysis of the 2022-23 SPSA, chronic absenteeism, and suspension rate data, the Juan Lagunas Soria School PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Juan Lagunas Soria school staff will focus on implementing the more comprehensive STOIC model, rather than just specifically focusing on CHAMPS as its PBIS approach strategy. Due to ongoing concerns regarding student behavior during bathroom visits, recess/nutrition and lunch times, two additional campus supervisors will be funded at the school site level for a total of ten supervisors to increase student supervision and school safety.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers	In 22-23, there were a total of 165 parents who completed the district clearance process to support school activities (e.g., field trips, Student Store).	In 2023-24, Juan Lagunas Soria will maintain a minimum of 50 parent volunteers who have completed the district clearance process.
Parent Survey Results	Baseline data will be collected in the 23-24 school year	In 2023-2024 Juan Laguna Soria will work to have 80% of parents that feel a sense of belonging to the school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
1000	LCFF 2000-2999: Classified Personnel Salaries Outreach Coordinator Extra hours and overtime

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
378	LCFF 2000-2999: Classified Personnel Salaries Babysitting
250	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1000	Title I 5700-5799: Transfers Of Direct Costs Field Trip Transportation costs for families to visit a college campus
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration fees for families to visit a college campus
500	Title III 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Literacy, Math, and/or Strand Focus (Technology, Arts, & Language), to increase parent involvement in students' educational programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to support Parent Nights

250

LCFF

2000-2999: Classified Personnel Salaries
Verbal Translation Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours

ASES
4000-4999: Books And Supplies
Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-23 school year, Juan Lagunas Soria School facilitated Parent/Teacher Conferences so that parents could collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents attended Student Success Team meetings if their child was identified as significantly below grade-level standards or exhibited significant needs in social, emotional, and/or behavioral areas. Parent training and education were provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. We partnered with the Ventura County Office of Education to provide high-quality workshops for parents. Fiscal resources provided by the Juan Lagunas Soria School PTA assisted in providing supplemental instructional resources for classroom teachers.

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

Budget expenditures were aligned with the intended implementation of the 2022-23 school plan. Juan Lagunas Soria School continues to identify innovative strategies to build strong parent and family engagement in order to support student success for all students.

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.

Based on analysis of the 2022-23 SPSA and school outcomes, Juan Lagunas Soria School staff will continue to focus on fostering creative and alternative ways for parents to get involved and support their child's education and will continue promoting parent participation in school community stakeholder groups, such as School Site Council, the English Language Advisory Committee, and the Parent Teacher Association. The school will also provide supports and/or training to parents to increase their knowledge and skills with utilizing technology, the district-adopted Learning Management System (e.g., Canvas), supplemental instructional applications and subscriptions (e.g., Lexia, ST Math) that teachers are using to support student learning, and will provide parent training in specific areas identified by students' academic, social, emotional and/or behavioral needs.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$93,100.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$292,966.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$70,177.00
Title III	\$22,923.00

Subtotal of additional federal funds included for this school: \$93,100.00

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

State or Local Programs	Amount (\$)
LCFF	\$190,040.00
LCFF - Intervention	\$9,826.00

Subtotal of state or local funds included for this school: \$199,866.00

Total of federal, state, and/or local funds for this school: \$292,966.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	70,177.00	0.00
Title III	22,923.00	0.00
LCFF	190,040.00	0.00
LCFF - Intervention	9,826.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	190,040.00
LCFF - Intervention	9,826.00
Title I	70,177.00
Title III	22,923.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,502.00
2000-2999: Classified Personnel Salaries	LCFF	58,324.00
4000-4999: Books And Supplies	LCFF	92,264.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,000.00
5700-5799: Transfers Of Direct Costs	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	14,700.00
5900: Communications	LCFF	250.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	9,826.00
1000-1999: Certificated Personnel Salaries	Title I	25,000.00

2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I	12,372.00
5700-5799: Transfers Of Direct Costs	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,305.00
4000-4999: Books And Supplies	Title III	7,923.00
5000-5999: Services And Other Operating Expenditures	Title III	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,316.00
Goal 2	65,272.00
Goal 3	4,378.00

School Site Council Membership

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

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

Name of Members	Role
Deicy Ramirez	Principal
Kelley Elrod	Classroom Teacher
Alec Hess	Classroom Teacher
John Guillen	Classroom Teacher
Kenya Weinberg	Other School Staff
Eva Gomez	Parent or Community Member
Maria Magana	Parent or Community Member
Liz Robles-Ramirez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Patricia Washington	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
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 5, 2023.

Attested:

	Principal, Deicy Ramirez on June 5, 2023
	SSC Chairperson, Mrs. Maria Magana on June 5, 2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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