



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lairon College Preparatory Academy	43-69450-6047260	April 25, 2024	6/25/2024

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

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

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

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

This plan is being used by Lairon College Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 14
 - California School Dashboard 18
 - Overall Performance 19
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 35
 - Goal 3..... 38
- Budget Summary 41
 - Budget Summary 41
 - Other Federal, State, and Local Funds 41
- Budgeted Funds and Expenditures in this Plan 42
 - Funds Budgeted to the School by Funding Source..... 42
 - Expenditures by Funding Source 42
 - Expenditures by Budget Reference 42
 - Expenditures by Budget Reference and Funding Source 42
 - Expenditures by Goal..... 43
- School Site Council Membership 44
- Recommendations and Assurances 45

Plan Description

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

This plan is being used by Lairon College Preparatory Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

Lairon School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA. Lairon's goals are aligned to the district LCAP goals. Each of our student goals, numbers one through three correspond directly to the district's goals numbers one through three. We will continually work to make improvements in the areas of Student Performance, Student Safety and Connectedness, and Parent Engagement through the following key elements:

Data-Informed Goals and Strategies:

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

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Lairon community.

Evidence-Based Practices and Interventions:

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

Resource Allocation and Integration:

Resources from federal, California state, and local programs California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA. Lairon's goals are aligned to the district LCAP goals are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Lairon's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal of Lairon met monthly with ILT/MTSS team members monthly to discuss and brainstorm instruction supports and next steps that we would take as a school to help promote student academic growth, student motivation, and improved student social/emotional development. SSC, ELAC, and Parent Engagement Group members met every third month to discuss direction in which the school should go and on approval of spending funding on larger technology items for students. The SSC decided on purchases helped direct student achievement and positive school culture and student advancement. In addition, parents of our school community continued to be invited to join the Coffee with the Principal meetings. Parents were concerned with about the lack of academic growth that students were making year to

year and about the poor behavior decisions being made by some students. A need for social emotional learning and building a sense of belonging and purpose will be among the student needs when they return for the following school year we helped spearhead PAWS a new school culture.

Parents met on August 31, 2023 for the annual Title 1 meeting along with Back to School night.

Teachers reviewed district benchmark data in November 30 2023 and March 7 2024.

Teachers reviewed the Panorama survey on November 30 2023 and in April 2024.

Parents and SSC team met on Jan 12, 2024 and reviewed the school goals for 2023-2024 and the budget that supported the goals.

ELAC met on September 7, 2023 and reviewed the school goals for 2023-2024 and the budget that supported the goals.

School Site Council met on March 18, 2024 and reviewed the school goals for 2022-2023 and the budget that supported these goals. Additionally they reviewed benchmark data and completed a needs assessment.

The MTSS and ILT reviewed the new goals and the budget on April 19, 2024.

Parents and School Site Council met on March 18, 2024 to review the new budget for 24-25 school year, reviewed benchmark data and gave feedback on the school needs assessment, and reviewed the Safety Plan and the School Plan for Student Achievement 2024-2025 school year

ELAC met on April 11, 2024, and reviewed the school budget and plan for the 2024-2025 school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ORANGE: Students with Disabilities, Chronic Absenteeism

ORANGE: Students with Disabilities, Academic Performance ELA and Math

ORANGE: Hispanic Students: ELA

ORANGE: English learners: ELA

ORANGE: Socioeconomic Disadvantaged: Math

RED: ALL STUDENTS in Math

To effectively address the needs of students with disabilities experiencing high chronic absenteeism Lairon's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

To effectively address the needs of students with disabilities experiencing low academic performance in ELA and Math, Lairon's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

Data Analysis and Identification:

Through our ILT and grade level PLC teams analyze student academic performance data specifically focusing on students with disabilities who exhibit high chronic absenteeism and are low performing in ELA and/or Math. Through root cause analysis we identified trends and specific areas of need to better support our students with disabilities.

On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Targeted Interventions:

Student IEPs are regulatory reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. This includes:

Attendance Monitoring and Supports: Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives.

Specialized Instructional Strategies: Utilizing evidence-based instructional practices specifically designed for students with disabilities in ELA and Math. This may involve differentiated instruction, small group instruction, assistive technology, and accommodations based on Individualized Education Programs (IEPs).

Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, counselors, administrators, and parents/guardians to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, and access to specialized services and resources.

Family and Community Engagement:

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

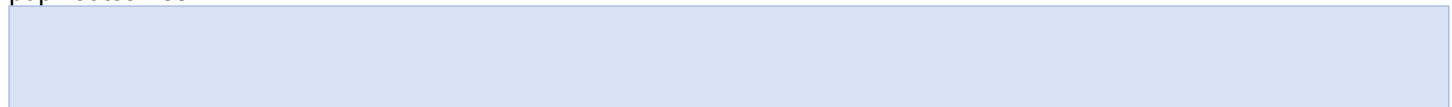
By implementing these targeted student support strategies, Lairon aims to improve attendance rates and academic outcomes for students with disabilities, EL, student body to ultimately promoting equitable access to quality education and fostering inclusive learning environments.

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

- ORANGE: Students with Disabilities, Chronic Absenteeism
- ORANGE: Students with Disabilities, Academic Performance ELA and Math
- ORANGE: Hispanic Students: ELA
- ORANGE: English learners: ELA
- ORANGE: Socioeconomic Disadvantaged: Math
- RED: ALL STUDENTS in Math

Other Needs

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



School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	2.67%	2.22%	3.93%	8	7	12
Asian	11.33%	11.11%	10.82%	34	35	33
Filipino	0.67%	0.63%	0.66%	2	2	2
Hispanic/Latino	84.33%	84.76%	82.95%	253	267	253
Pacific Islander	%	0%	%		0	
White	1.00%	1.27%	1.31%	3	4	4
Multiple/No Response	%	0%	0.33%		0	1
Total Enrollment				300	315	305

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 3			1
Grade 4	49	59	43
Grade 5	66	53	68
Grade 6	72	76	54
Grade 7	49	70	66
Grade 8	64	57	73
Total Enrollment	300	315	305

Conclusions based on this data:

1. The percentage of Hispanic/Latino population heavily outweighs the other subgroups being at 84.33%.
2. The African American student population has remained steady over the last few years around 2.5%.
3. The total number of student enrollment has continuously decreased from the 2019-2020 school year from 330 to 300.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	163	176	157	50.00%	54.3%	51.5%
Fluent English Proficient (FEP)	74	73	70	27.50%	24.7%	23.0%
Reclassified Fluent English Proficient (RFEP)				8.3%		

Conclusions based on this data:

1. Over 50% of our students are English Language Learners.
2. Zero students were reclassified as RFEP during the 22-23 school year.
3. The percentage of students that are Fluent English Proficient dropped over the past three years from 27.5% to 23.2%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	69	48	64	0	46	60	0	46	59	0.0	95.8	93.8
Grade 5	84	62	54	0	61	50	0	61	50	0.0	98.4	92.6
Grade 6	73	74	73	0	71	67	0	71	67	0.0	95.9	91.8
Grade 7	76	52	74	0	52	70	0	52	70	0.0	100.0	94.6
Grade 8	52	62	57	0	62	56	0	62	56	0.0	100.0	98.2
All Grades	354	298	322	0	292	303	0	292	302	0.0	98.0	94.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2382.	2408.		6.52	8.47		6.52	16.95		10.87	23.73		76.09	50.85
Grade 5		2407.	2436.		0.00	2.00		13.11	18.00		24.59	30.00		62.30	50.00
Grade 6		2481.	2462.		5.63	4.48		21.13	10.45		30.99	38.81		42.25	46.27
Grade 7		2452.	2481.		5.77	2.86		11.54	18.57		25.00	32.86		57.69	45.71
Grade 8		2478.	2486.		1.61	3.57		17.74	19.64		29.03	25.00		51.61	51.79
All Grades	N/A	N/A	N/A		3.77	4.30		14.73	16.56		25.00	30.46		56.51	48.68

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		4.35	5.08		47.83	55.93		47.83	38.98
Grade 5		0.00	10.00		60.66	62.00		39.34	28.00
Grade 6		7.04	4.48		50.70	46.27		42.25	49.25
Grade 7		5.77	4.29		46.15	68.57		48.08	27.14
Grade 8		8.06	1.79		45.16	46.43		46.77	51.79
All Grades		5.14	4.97		50.34	55.96		44.52	39.07

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

Writing									
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 4		4.35	6.78		43.48	49.15		52.17	44.07
Grade 5		1.64	4.00		47.54	38.00		50.82	58.00
Grade 6		7.14	2.99		57.14	49.25		35.71	47.76
Grade 7		9.62	8.57		40.38	38.57		50.00	52.86
Grade 8		3.39	7.14		42.37	44.64		54.24	48.21
All Grades		5.21	5.96		46.88	44.04		47.92	50.00

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

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 4		4.35	8.47		67.39	67.80		28.26	23.73
Grade 5		4.92	12.00		67.21	72.00		27.87	16.00
Grade 6		8.45	4.48		66.20	64.18		25.35	31.34
Grade 7		3.85	7.14		65.38	75.71		30.77	17.14
Grade 8		4.84	7.14		61.29	58.93		33.87	33.93
All Grades		5.48	7.62		65.41	67.88		29.11	24.50

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

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 4		0.00	10.17		67.39	67.80		32.61	22.03
Grade 5		0.00	10.00		52.46	54.00		47.54	36.00
Grade 6		14.08	10.45		64.79	58.21		21.13	31.34
Grade 7		5.77	4.29		46.15	68.57		48.08	27.14
Grade 8		4.84	8.93		56.45	57.14		38.71	33.93
All Grades		5.48	8.61		57.53	61.59		36.99	29.80

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

Conclusions based on this data:

1. Overall, more than 48% of students did not meet standards on the CAASPP ELA assessment.
2. In general students were more proficient on the Listening and then on the Research/Inquiry parts of the assessment than on the Reading and Writing domains.
3. Of the four areas of the ELA CAASPP test, writing performance was lowest overall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	69	48	64	0	45	61	0	45	61	0.0	93.8	95.3
Grade 5	84	62	54	0	59	54	0	59	54	0.0	95.2	100.0
Grade 6	73	74	73	0	69	72	0	69	72	0.0	93.2	98.6
Grade 7	76	52	74	0	52	72	0	52	72	0.0	100.0	97.3
Grade 8	52	62	57	0	62	57	0	62	57	0.0	100.0	100.0
All Grades	354	298	322	0	287	316	0	287	316	0.0	96.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2369.	2402.		2.22	3.28		4.44	13.11		24.44	22.95		68.89	60.66
Grade 5		2416.	2410.		1.69	1.85		8.47	5.56		23.73	16.67		66.10	75.93
Grade 6		2447.	2418.		7.25	1.39		5.80	1.39		28.99	23.61		57.97	73.61
Grade 7		2439.	2425.		5.77	2.78		7.69	5.56		21.15	18.06		65.38	73.61
Grade 8		2445.	2447.		3.23	1.75		9.68	5.26		12.90	19.30		74.19	73.68
All Grades	N/A	N/A	N/A		4.18	2.22		7.32	6.01		22.30	20.25		66.20	71.52

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

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 4		4.44	4.92		20.00	26.23		75.56	68.85
Grade 5		3.39	5.56		37.29	25.93		59.32	68.52
Grade 6		4.35	0.00		24.64	22.22		71.01	77.78
Grade 7		7.69	2.78		32.69	23.61		59.62	73.61
Grade 8		3.23	3.51		33.87	26.32		62.90	70.18
All Grades		4.53	3.16		29.97	24.68		65.51	72.15

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

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 4		2.22	3.28		33.33	39.34		64.44	57.38
Grade 5		5.08	0.00		35.59	38.89		59.32	61.11
Grade 6		5.80	1.39		46.38	34.72		47.83	63.89
Grade 7		1.92	4.17		42.31	43.06		55.77	52.78
Grade 8		6.45	3.51		37.10	43.86		56.45	52.63
All Grades		4.53	2.53		39.37	39.87		56.10	57.59

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

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 4		2.22	6.56		37.78	54.10		60.00	39.34
Grade 5		1.69	1.85		50.85	37.04		47.46	61.11
Grade 6		5.80	0.00		65.22	44.44		28.99	55.56
Grade 7		5.77	2.78		42.31	45.83		51.92	51.39
Grade 8		6.45	1.75		48.39	45.61		45.16	52.63
All Grades		4.53	2.53		50.17	45.57		45.30	51.90

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

Conclusions based on this data:

- Overall, more than 71% of students did not meet standards on the CAASPP Math assessment as compared to 48% not meeting ELA standards pre-pandemic in the 18-19 school year.
- In general students were more proficient on the Communicating Reasoning part of the assessment than on the Concepts/Procedures and the Problem Solving parts of the assessment.

3. Of the three areas of the Math CAASPP test, students struggle most on Applying Mathematical Concepts and Procedures.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	1497.4	1508.1	1493.5	1514.5	1504.2	1487.5	1479.7	1511.6	1499.0	36	31	35
5	1513.2	1534.6	1521.4	1516.5	1548.5	1526.2	1509.5	1520.1	1516.3	36	35	32
6	1507.7	1523.9	1524.5	1492.8	1521.4	1525.9	1522.0	1526.0	1522.7	39	29	40
7	1541.1	1558.5	1529.5	1548.9	1566.2	1519.0	1532.8	1550.2	1539.5	33	29	29
8	1542.6	1547.0	1526.2	1524.4	1540.6	1519.8	1560.2	1552.9	1532.3	20	29	26
All Grades										164	153	162

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	8.57	13.33	14.29	37.14	46.67	31.43	42.86	26.67	28.57	11.43	13.33	25.71	35	30	35
5	11.76	28.57	34.38	41.18	22.86	21.88	35.29	40.00	25.00	11.76	8.57	18.75	34	35	32
6	10.81	14.81	20.00	29.73	37.04	40.00	40.54	44.44	27.50	18.92	3.70	12.50	37	27	40
7	18.75	27.59	20.69	37.50	48.28	34.48	34.38	13.79	34.48	9.38	10.34	10.34	32	29	29
8	22.22	28.57	11.54	38.89	17.86	50.00	16.67	46.43	19.23	22.22	7.14	19.23	18	28	26
All Grades	13.46	22.82	20.37	36.54	34.23	35.19	35.90	34.23	27.16	14.10	8.72	17.28	156	149	162

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

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
4	34.29	26.67	37.14	48.57	50.00	28.57	14.29	16.67	14.29	2.86	6.67	20.00	35	30	35
5	32.35	40.00	50.00	55.88	54.29	21.88	2.94	2.86	12.50	8.82	2.86	15.63	34	35	32
6	16.22	40.74	42.50	37.84	29.63	45.00	24.32	22.22	2.50	21.62	7.41	10.00	37	27	40
7	34.38	44.83	31.03	43.75	37.93	51.72	18.75	13.79	6.90	3.13	3.45	10.34	32	29	29
8	16.67	39.29	30.77	55.56	39.29	42.31	5.56	17.86	7.69	22.22	3.57	19.23	18	28	26
All Grades	27.56	38.26	38.89	47.44	42.95	37.65	14.10	14.09	8.64	10.90	4.70	14.81	156	149	162

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	3.33	8.57	2.86	36.67	20.00	51.43	36.67	31.43	45.71	23.33	40.00	35	30	35
5	5.88	8.57	9.38	11.76	20.00	12.50	50.00	45.71	46.88	32.35	25.71	31.25	34	35	32
6	8.11	0.00	10.00	13.51	18.52	20.00	48.65	62.96	40.00	29.73	18.52	30.00	37	27	40
7	9.38	17.24	3.45	25.00	31.03	34.48	34.38	34.48	44.83	31.25	17.24	17.24	32	29	29
8	16.67	21.43	7.69	38.89	14.29	23.08	27.78	39.29	34.62	16.67	25.00	34.62	18	28	26
All Grades	7.05	10.07	8.02	16.03	24.16	21.60	44.23	43.62	39.51	32.69	22.15	30.86	156	149	162

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

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
4	17.14	36.67	22.86	60.00	60.00	45.71	22.86	3.33	31.43	35	30	35
5	2.94	22.86	43.75	76.47	68.57	37.50	20.59	8.57	18.75	34	35	32
6	16.67	11.11	15.00	63.89	77.78	77.50	19.44	11.11	7.50	36	27	40
7	15.63	20.69	20.69	56.25	72.41	62.07	28.13	6.90	17.24	32	29	29
8	16.67	20.00	11.54	61.11	68.00	65.38	22.22	12.00	23.08	18	25	26
All Grades	13.55	22.60	22.84	63.87	69.18	58.02	22.58	8.22	19.14	155	146	162

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

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
4	82.86	46.67	45.71	14.29	46.67	34.29	2.86	6.67	20.00	35	30	35
5	73.53	80.00	71.88	20.59	17.14	6.25	5.88	2.86	21.88	34	35	32
6	29.73	55.56	67.50	48.65	37.04	22.50	21.62	7.41	10.00	37	27	40
7	81.25	65.52	44.83	18.75	24.14	44.83	0.00	10.34	10.34	32	29	29
8	55.56	46.43	57.69	27.78	46.43	26.92	16.67	7.14	15.38	18	28	26
All Grades	64.74	59.73	58.02	26.28	33.56	26.54	8.97	6.71	15.43	156	149	162

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	3.33	8.57	48.57	63.33	45.71	51.43	33.33	45.71	35	30	35
5	14.71	5.71	3.13	50.00	62.86	59.38	35.29	31.43	37.50	34	35	32
6	8.11	0.00	5.00	45.95	62.96	45.00	45.95	37.04	50.00	37	27	40
7	12.50	17.24	6.90	31.25	48.28	65.52	56.25	34.48	27.59	32	29	29
8	47.06	26.92	15.38	11.76	23.08	30.77	41.18	50.00	53.85	17	26	26
All Grades	12.90	10.20	7.41	40.65	53.06	49.38	46.45	36.73	43.21	155	147	162

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	0.00	13.33	17.14	62.86	70.00	51.43	37.14	16.67	31.43	35	30	35
5	2.94	22.86	18.75	76.47	60.00	59.38	20.59	17.14	21.88	34	35	32
6	5.71	14.81	27.50	80.00	77.78	52.50	14.29	7.41	20.00	35	27	40
7	12.90	13.79	13.79	77.42	79.31	72.41	9.68	6.90	13.79	31	29	29
8	5.56	10.71	11.54	88.89	78.57	65.38	5.56	10.71	23.08	18	28	26
All Grades	5.23	15.44	18.52	75.82	72.48	59.26	18.95	12.08	22.22	153	149	162

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

Conclusions based on this data:

1. 4th through 8th grade all showed an increase in the percentage of Overall Language Level 4 from the 21-22 school year to the 22-23 school year.
2. On the Listening and Oral Language components of the assessment, the percentage of Well Developed and Somewhat/Moderately increased from the 21-22 school year to the 22-23 school year.
3. The growth data for the Reading and Writing components of the assessment was less consistent across all grade levels.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
315	62.9	55.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lairon College Preparatory Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	55.9
Foster Youth		
Homeless	7	2.2
Socioeconomically Disadvantaged	198	62.9
Students with Disabilities	42	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2.2
Asian	35	11.1
Filipino	2	0.6
Hispanic	267	84.8
White	4	1.3

Conclusions based on this data:

- Our three largest subgroups are our Hispanic students, our Socioeconomically Disadvantaged students, and our English Learners.
- Other subgroups are significantly smaller in size.

School and Student Performance Data

Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Learners at Lairon are making progress.
2. Both Chronic Absenteeism and Suspension Rates are high.
3. Academic performance in both English Language Arts and Math are very low, which indicates that much needs to be done to improve the teaching and learning at Lairon.

School and Student Performance Data

Academic Performance English Language Arts

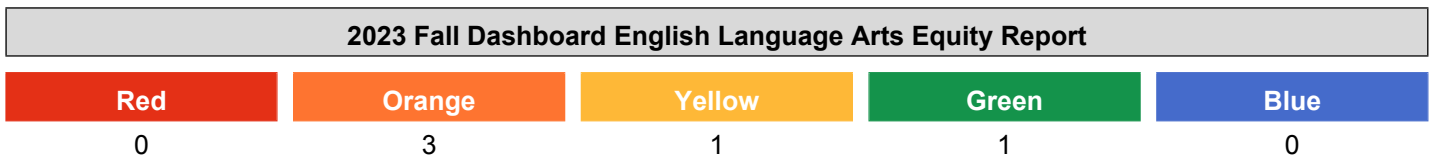
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>66.4 points below standard</p> <p>Increased Significantly +15.3 points</p> <p>288 Students</p>	<p>English Learners</p> <p>Orange</p> <p>83.8 points below standard</p> <p>Increased Significantly +16.8 points</p> <p>179 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>66.2 points below standard</p> <p>Increased Significantly +20.1 points</p> <p>199 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>119.2 points below standard</p> <p>Increased Significantly +25.2 points</p> <p>45 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 0 points below standard Increased Significantly +19.2 points 35 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.2 points below standard Increased Significantly +15.1 points 242 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
102.7 points below standard Increased Significantly +23.2 points 143 Students	9 points below standard Maintained -1.4 points 36 Students	75.6 points below standard Decreased -3.9 points 60 Students

Conclusions based on this data:

1. Four of the five subgroups scored very low, the Asian subgroup scoring one step higher at low.
2. The Hispanic subgroup performed significantly lower than the Asian subgroup on the English Language Arts assessment, 72 more points below standard.
3. Reclassified English Learners scored significantly higher than English Language Learners and the English Only students.

School and Student Performance Data

Academic Performance Mathematics

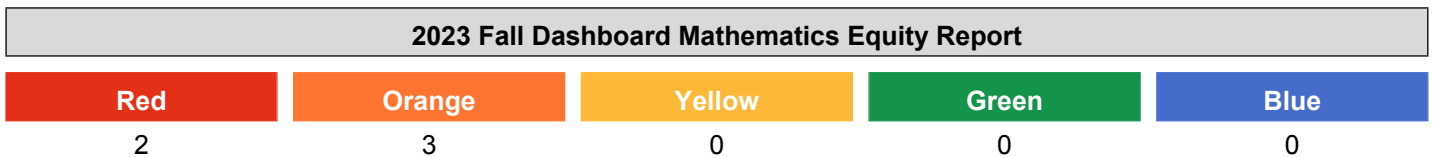
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 118.1 points below standard Maintained -0.1 points 287 Students	<p>English Learners</p>  Red 131.1 points below standard Decreased -4.6 points 178 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 118.5 points below standard Increased +4.8 points 198 Students	<p>Students with Disabilities</p>  Orange 156.1 points below standard Increased Significantly +45.3 points 45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Orange 46.7 points below standard Decreased -12.6 points 35 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 127.8 points below standard Maintained +2.2 points 241 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.6 points below standard Maintained +1.6 points 142 Students	69.7 points below standard Decreased Significantly -22.1 points 36 Students	123.9 points below standard Increased Significantly +19 points 60 Students

Conclusions based on this data:

1. Four of the five subgroups scored very low, Asian student group scoring one step higher at low.
2. The Hispanic subgroup performed significantly lower than the Asian subgroup on the math assessment, 128 more points below standard.
3. Reclassified English Learners scored significantly higher than both the English Language Learners and the English Only students.

School and Student Performance Data

Academic Performance English Learner Progress

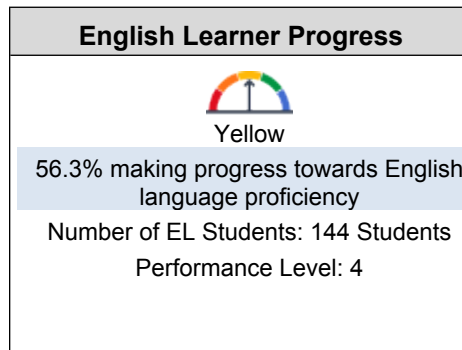
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	40	8	73

Conclusions based on this data:

1. A majority of our English Language Learners (73) progressed at least one ELPI level.
2. Twenty one students of our English Language Learners decreased one ELPI level.
3. Eight students (28%) of our English Language Learners maintained their ELPI level, not progressing but also not decreasing.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
31.7% Chronically Absent	31.7% Chronically Absent	0 Students
Declined Significantly -3.9	Declined Significantly -8.6	
341 Students	189 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
61.5% Chronically Absent	 Yellow	 Orange
0	31.6% Chronically Absent	40.4% Chronically Absent
13 Students	Declined Significantly -3.2	Declined -9.6
	234 Students	57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>9.1% Chronically Absent</p> <p align="center">0</p> <p align="center">11 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Green</p> <p>2.6% Chronically Absent</p> <p align="center">Declined -5.5</p> <p align="center">39 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>36.3% Chronically Absent</p> <p align="center">Declined Significantly -3.7</p> <p align="center">284 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">4 Students</p>

Conclusions based on this data:

1. One of the five subgroups showed high rates of Chronic Absenteeism resulting in a dashboard result of Average. Only the Asian subgroup showed better rates of chronic absenteeism, two steps higher on the dashboard at Medium.
2. Students with Disabilities showed the highest percentage of chronic absenteeism, as compared to all other subgroups.
3. Hispanic students and English Language Learners showed a comparable percentage of Chronic Absenteeism, about 36% each.

School and Student Performance Data

Conditions & Climate Suspension Rate

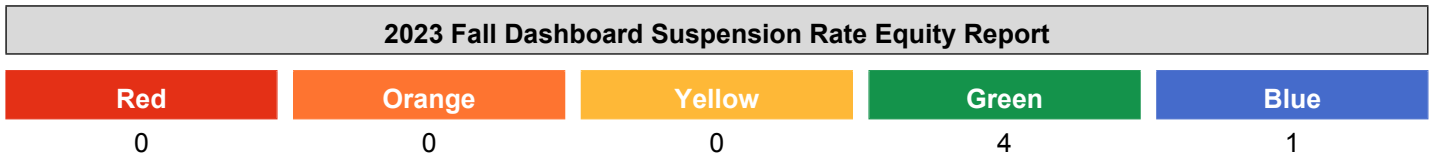
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
















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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.3% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 350 Students</td> </tr> </tbody> </table>	All Students	 Green	4.3% suspended at least one day	Declined -0.8 350 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.6% suspended at least one day</td> </tr> <tr> <td>Declined -2.9 190 Students</td> </tr> </tbody> </table>	English Learners	 Green	2.6% suspended at least one day	Declined -2.9 190 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
All Students													
 Green													
4.3% suspended at least one day													
Declined -0.8 350 Students													
English Learners													
 Green													
2.6% suspended at least one day													
Declined -2.9 190 Students													
Foster Youth													
 No Performance Color													
0 Students													
<table border="1" style="width: 100%;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>16 Students</td> </tr> </tbody> </table>	Homeless	6.3% suspended at least one day	16 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 242 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	5% suspended at least one day	Declined -0.8 242 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.9% suspended at least one day</td> </tr> <tr> <td>Declined -5.6 58 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	6.9% suspended at least one day	Declined -5.6 58 Students
Homeless													
6.3% suspended at least one day													
16 Students													
Socioeconomically Disadvantaged													
 Green													
5% suspended at least one day													
Declined -0.8 242 Students													
Students with Disabilities													
 Green													
6.9% suspended at least one day													
Declined -5.6 58 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>27.3% suspended at least one day</p> <p>11 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>39 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Green</p> <p>3.8% suspended at least one day</p> <p>Declined -1.6</p> <p>292 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

- 6.9% of Students with Disabilities were suspended at least one day, which is more than two times the rate of the next highest subgroups.
- Four subgroups of students (All Students, Hispanic Students, English language Learners, and Socioeconomically Disadvantaged Students) had a drop of suspensions.
- Asian students were not suspended during this school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

By May 2025, 38% of students will meet or exceed grade level standards in reading. For Math, 31% of students will meet or exceed grade level standards in math on the STAR Math (Gr. 4-6) and 38% of students will meet or exceed grade level standards in math on FastBridge (Gr. 7-8) at Trimester 2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

22-23 CAASPP Assessment Data:

20% Met or Exceeded the standard on the CAASPP ELA assessment (ALL students) Historically our students have been behind in ELA as of this year our students able to increase their proficiency in Ren STAR by 8% from BOY to trimester 2.

5% of ELs Met or Exceeded the standard on the CAASPP ELA assessment

4% of Students with Disabilities met or Exceeded the standard on the CAASPP ELA assessment

17% of ELs Met or Exceeded the standard on the CAASPP ELA assessment

With the help of our MTSS and our staff we came to 10 main ways that help promote student growth in ELA.

1. To create a Stimulating Learning Environment: We use visuals, interactive activities, and relevant materials to enhance learning.
2. Set Clear Learning Objectives: Clearly outline what students are expected to learn. This helps them stay focused and motivated.
3. Differentiate Instruction: Tailor our teaching methods to accommodate diverse learning styles and abilities. Offer varied activities like group work, projects, and individual tasks.
4. Promote Reading: Encourage regular reading both in and out of the classroom. Provide access to a wide range of reading materials, including books, articles, and digital resources.
5. Develop Writing Skills: Incorporate writing exercises that challenge students to express themselves effectively. Provide constructive feedback and opportunities for revision.
6. Foster Critical Thinking: Encourage students to analyze texts, question assumptions, and support their ideas with evidence. Teach them strategies for close reading and critical analysis.
7. Integrate Technology: Use technology to enhance language arts instruction. Explore digital tools for writing, research, and multimedia projects.
8. Cultivate a Love for Language: Celebrate the beauty and power of language. Share your enthusiasm for literature, poetry, and storytelling to inspire students.
9. Encourage Collaboration: Foster a collaborative learning environment where students can discuss ideas, share feedback, and work together on projects.
10. Assess Progress: Use a variety of assessment methods, such as Ren STAR, quizzes, essays, presentations, and portfolios, to evaluate students' understanding and progress over time.

8% Met or Exceeded the standard on the CAASPP Math assessment (ALL students)

5% of ELs Met or Exceeded the standard on the CAASPP Math assessment

4% of Students with Disabilities met or Exceeded the standard on the CAASPP Math assessment

4% of ELs Met or Exceeded the standard on the CAASPP Math assessment

To Improve students' performance in mathematics our MTSS and staff came up with strategies that help develop conceptual understanding, problem-solving skills, and mathematical reasoning.

1. Build a Strong Foundation: Ensure students have a solid understanding of foundational concepts before moving on to more complex topics. Fill in any gaps in their knowledge to prevent future difficulties.
2. Use Visual Aids and Manipulatives: Incorporate visual aids, manipulatives, and hands-on activities to make abstract mathematical concepts more concrete and accessible.
3. Provide Real-World Context: Relate mathematical concepts to real-life situations to show students the relevance and practical applications of what they are learning.
4. Encourage Critical Thinking: Challenge students with problems that require critical thinking, analysis, and multiple approaches. Encourage them to explain their reasoning and justify their solutions.
5. Promote Active Learning: Engage students in discussions, group work, and problem-solving activities that require active participation and collaboration.
6. Differentiate Instruction: Tailor your teaching methods to meet the needs of diverse learners. Offer support and extension activities based on students' individual abilities and learning styles.
7. Use Technology: Integrate technology tools and educational apps that support math learning, such as interactive simulations, summative testing (FastBridge), and online tutorials.
8. Provide Regular Feedback: Give timely and constructive feedback on students' work to help them understand their strengths and areas for improvement. Encourage self-assessment and reflection.
9. Emphasize Problem-Solving Strategies: Teach students different problem-solving strategies, such as breaking problems into smaller steps, using diagrams, and looking for patterns.
10. Try to make Math Enjoyable: Create a positive and supportive learning environment where students feel motivated to explore and enjoy mathematics. Celebrate their successes and efforts.

Consistency, practice, and a growth mindset are essential for improving students' performance in language arts and mathematics.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Trimester 2 2024 Ren STAR Reading	2024 Trimester 2: 28% Met or Exceeded on the STAR Reading Assessment	By the end of the school year, 38% of students will meet or exceed grade level in Reading.
Local Data: Trimester 2 2024 STAR Math & FastBridge Math	2024 Trimester 2: 21% Met or Exceeded on STAR Math (Gr. 4-6) and 28% Met or Exceeded on FastBridge Math (Gr. 7-8)	By Trimester 2 2025: 31% of students will meet or exceed grade level standards on STAR Math (Gr. 4-6) and 38% of students will meet or exceed grade level standards on FastBridge (Gr. 7-8)
2023 CA Dashboard: ELA	All Students: 20.8% Met or Exceeded the standard on the CAASPP ELA assessment	2024 CA Dashboard: ELA 25% will have met or exceeded the standard on the CAASPP ELA assessment
2023 CA Dashboard: Math	All Students: 8% Met or Exceeded Standard	2024 CA Dashboard: Math All Students: 14% Met or Exceeded Standard
2023 CA Dashboard: ELPI	All Students: 56.3 Making Progress Towards English Proficiency.	2024 CA Dashboard: ELPI All Students: 66% Making Progress Towards English Proficiency

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	A Student Support Specialist, under the direction of Ed Services, will plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Hispanic and SED students	150000 District Funded 1000-1999: Certificated Personnel Salaries
1.2	Grade Level Teams will collaborate bi-monthly on Thursdays to analyze student performance data, plan lessons, and plan intervention and enrichment activities for their students.	All students	0
1.3	Purchase high interest low lexile books for the library as well as classroom libraries to provide our students with exciting text to enjoy and help in fostering a love of learning	All Students	2133 Title I 4000-4999: Books And Supplies

			4625 LCFF Concentration 4000-4999: Books And Supplies
1.4	Provide release time for teachers to receive professional development for English Language Development teaching strategies in order to help ELL and all students make improvements to their oral language and written language skills.	ELL students	2000 Title I 1000-1999: Certificated Personnel Salaries
1.5	After review by grade level teams, students may be referred to the Student Study Team to help determine effective strategies that help the child make academic , behavioral, and/or socio-emotional growth. As part of the SST process, if the student fails to make growth over multiple periods of 6-8 weeks, the child may be referred for assessment. Substitute teachers will be provided for teachers to attend these meetings. Subs will also be provided, as available, for teachers to attend IEP meetings during school hours.	Hispanic and SED students	3879 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 2000 LCFF Concentration 1000-1999: Certificated Personnel Salaries
1.6	Provide release time for ILT/MTSS team members to meet regularly for school meetings and for district meetings in order to help our school improve teaching and learning through increased collaboration and distributive leadership.	All students	2000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries
1.7	Provide materials and supplies for students to support our classroom instruction, our inclusion program, our STEAM lab instruction, our behavior support system, and to help motivate our students and improve math level.	All students	5000 Title I 4000-4999: Books And Supplies 6629 LCFF Supplemental 4000-4999: Books And Supplies 5782 LCFF Concentration 4000-4999: Books And Supplies
1.8	Provide maintenance/operations systems for our copy machines and printers. Teachers and students are able to make copies and or print for classroom and individual student work needs,	All students	5000 LCFF Supplemental 5700-5799: Transfers Of Direct Costs laminator lease 2900 General Fund 5700-5799: Transfers Of Direct Costs
1.9	Monitor Student Attendance using our A2A program to help. Hold meetings with parent to discuss chronic absenteeism and offer support to help the family make attendance improvements	Hispanic Students, Students with Disabilities, and Socio Economically Disadvantaged Students	0
1.10	Monitor Student Growth Data on both our ELA and Math Local Interim Assessments. Plan for intervention for those who are not making growth.	Hispanic Students, Students with Disabilities, and Socio	0

	Continue to monitor in order to assess the effectiveness of the intervention and to plan next steps for those who are not making growth.	Economically Disadvantaged Students	
1.11	Purchase supplemental instructional materials and curriculum to support instruction.	All Students	10094 General Fund 4000-4999: Books And Supplies
1.12	Release time for teachers to receive professional development for instructional strategies to teach foundational math skills.		2000 Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

When reviewing our data we noticed that our students have improved in ELA by 8%. So we want to continue implementing what we are doing for our students. This year we have been working on creating a stimulating learning environment, setting clear learning objectives, differentiate Instruction, promoting reading throughout the grade levels, developing writing skills, fostering critical thinking, integrate technology in the lessons (ex: IXL), encourage collaboration, and assess progress. This year we did not have a Math goal, so I decided to add it for 2024-2025. Improving students' math goals will involve a multi-layered approach that includes personalized learning plans, the integration of technology, and enhanced teacher training. Personalized learning plans will address individual student needs and learning styles, ensuring that each student can progress at their own pace. The use of technology, such as interactive math software and online resources, will make learning more engaging and accessible, providing instant feedback and additional practice opportunities. Additionally, ongoing professional development for teachers will equip them with the latest strategies and tools for effective math instruction. By combining these elements, we can create a supportive and dynamic learning environment that fosters mathematical proficiency and confidence in all students.

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

ELA will be the same, yet for math we will be adding a few things. Personalized learning plans help address each student's specific needs, allowing them to learn at their own pace. Technology, such as math apps makes learning more interactive and accessible. Encouraging a positive attitude helps students see challenges as opportunities to learn rather than obstacles. These approaches together create a supportive environment that helps students improve their math skills.

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

We will be focusing on improving all of our students achievement gap in English Language Learners and Hispanic students in ELA, math and English Language proficiency. Through coaching, and supporting adult practices, we will be continuing to add to professional development, curriculum implementation, collaboration, and instructional best practices to meet our students needs. We will continue to help our students with structured literacy blocks to support our English Language Learners. We will also continue to support our Inclusion students growth through our special education department.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Conditions For Learning

Students will feel safer and stronger that they belong at Lairon. By June 2025, students' sense of belonging will increase by at least 20% (from 60% in Fall 23-24 to 80% EOY 24-25 Panorama Survey)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A majority of our student do not feel cared about at school and they feel unsafe talking about their feeling and ideas in class.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama LCAP Student Survey: Sense of Belonging Questions Do you feel people care about you at school?	44% responded favorably	an increase of 10%
Panorama LCAP Student Survey: Sense of Belonging Questions Are you happy to be a student at this school?	63% responded favorably	an increase of 10%
Panorama LCAP Student Survey: Sense of Belonging Questions Do you feel like you are a part of this school?	59% responded favorably	an increase of 10%
Panorama LCAP Student Survey: Safety Questions Do teachers treat students fairly at school?	73% responded favorably	an increase of 10%
Chronic Absenteeism Data: A2A	31% Chronic Absenteeism (Spring 2023)	a decrease of 10%
Suspension Data: CA School Dashboard	4.3% were suspended at least one day (21-22 CA School Dashboard)	a decrease of 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health are both safe and supported on their learning journey.	All students	150,000 District Funded 5000-5999: Services And Other Operating Expenditures
2.4	Provide contracted services in the form of assemblies or trips to provide end of trimester motivators for students to improve grades, attendance, and behavior	All students	3000 Title I 5000-5999: Services And Other Operating Expenditures 3000 LCFF Concentration 5000-5999: Services And Other Operating Expenditures
2.5	Field trips will be provided to help students become more aware of prospective possibilities that not only exist for jobs in the future but also to create a sense of belonging and togetherness. These trips may include trips to the Tech Museum, colleges/universities, science camp, tech companies, etc. School will assist those students who cannot afford any additional costs of the field trip.	All students	6500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures 6500 LCFF Concentration 5000-5999: Services And Other Operating Expenditures
2.7	Provide adequate yard duty supervision during brunch and lunch time to ensure student safety.	All students	35000 LCFF Supplemental 2000-2999: Classified Personnel Salaries
2.8	Provide a student council and leadership club that collaborates to bring school rallies, assemblies, and other school wide activities to help students improve their attendance and sense of belonging at our school	All students	1000 General Fund None Specified
2.9	Students attend beginning of the year assemblies to review school safety rules, behavior expectations, and ways to treat each other respectfully. Monthly classroom visits to reinforce school rules/norms.	All Students	0
2.10	Conduct IEP meetings (Annuals, TRIs, or amendment meetings) as needed with families of students with disabilities who struggle with behavior management. Request a Functional Behavioral Analysis if needed in order to put a Behavior Intervention Plan (BIP) in place to help the student and staff in an attempt to reduce the number of suspension of students with disabilities.	Students with Disabilities	0

2.11	Provide student opportunities for student team competition against four other FMSD schools	7th and 8th grade students	2000 General Fund None Specified
2.12	Provide student empathy interviews to collect data on how students feel in the classroom	All Students	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Having adequate supervision during brunch and lunch has been critical for the safety of our students. Both noon duty and Little Hero's presence on campus has decreased the number of incidents that have occurred during the year. Attendance has also improved, not as much as I would like, but the SSW, social worker, principal, and attendance secretaries hard work to support students and constantly monitor attendance. Our school wide PAWS, has helped created a positive school culture that encourages students to do what is right. Our bi-monthly PAWS drawings increased our students' understanding on our behavioral expectations and weekly warmups remind them of what trait is being taught. Our Wellness Center is a safe place for children to go to if needed. We also have easy access to health supplies for our students if needed to stay safe and healthy. Our Art program has also helped in the safety of our students as well as camaraderie. Our students created murals across the campus which brought the students together as a community. Our Social Worker and Wellness Center staff/specialists are critical to supporting the students mental health and wellbeing, as well as supporting the students families. Our PAWS program has helped academic as well as behavioral growth through different incentives for students as motivation for their continued growth.

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

Their was no major changes to the plan, other than focusing more on building a positive school culture.

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

We will continue to work on creating a safe, positive school environment, climate, and culture. We will also provide professional development to all staff members who work directly with students around best behavioral practice's, positive reinforcements, trauma-informed practices, how to establish relationships, and how to respond to challenging behaviors. The principal, social worker, teachers, and attendance secretary will also work together to closely monitor attendance through A2A, tardies, and absences.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent and community engagement

By June 2025, per the Winter 2024 Panorama Family Survey, parents will report 95% favorable for: Families feel school takes parents' opinion into consideration and Families have participated in school activities other than parent teacher conferences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Parent Participation has decreased over the previous two years in large part due to the pandemic. I think parent involvement in education has decreased during the pandemic due to several factors. Many parents faced increased stress and responsibilities, which left them with less time and energy to actively engage with their children's education. Additionally, the shift to online learning created a barrier for some parents who were not familiar with the technology or felt disconnected from the traditional school environment. Economic hardships and health concerns also played a role, as parents had to prioritize immediate needs over educational involvement. These challenges collectively contributed to a decline in parental engagement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Meetings (Sign In sheets)	Parent Participation of 5 or less at each meeting	Participation may start low, but the goal is to get 10-20 or more parents to attend all Coffee with the Principal Meetings
Calendar of Events for Parent/Student Activities (Sign in sheets)	Parent Participation 1-2 times over the school year	Parent Participation 3-4 times over the school year
Student Attendance Data	31.7% Chronic Absenteeism (May 2024)	Decrease of chronic absenteeism by 5% or more
Winter 2024 Panorama Family Survey: School takes parents' opinion into consideration	Baseline will be collected in 2025 District Survey Results: 91% of families feel school takes parents' opinion into consideration	Match or exceed district favorable response rate.
Winter 2024 Panorama Family Survey: Participation	Baseline will be collected in 2025 District Survey Results: 90% of families have participated in school activities other than parent teacher conferences.	Match or exceed district favorable response rate.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide translation services, food, and childcare for parent engagement activities such as Coffee with the Principal meetings. Optional Zoom meetings if it helps with parent involvement.	All Students	2000 Title I 2000-2999: Classified Personnel Salaries Community Liaison 500 LCFF Supplemental 2000-2999: Classified Personnel Salaries translators 500 LCFF Concentration 3000-3999: Employee Benefits benefits 500 LCFF Supplemental 2000-2999: Classified Personnel Salaries babysitting
3.2	Provide funding for staff to provide interpretation services to ensure ongoing communication and engagement with parents.	All Students	2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries
3.3	Provide funds to help cover the cost of school administrator's cell phone to help promote and facilitate communication with families.	All Students	500 District Funded 5000-5999: Services And Other Operating Expenditures cell phone
3.4	Parents will collaborate with teachers to work on tech challenge projects through the Tech Museum in San Jose	All Students	2000 General Fund 4000-4999: Books And Supplies
3.5	Parent Workshops on school related topics like Attendance, Assessment, SEL, and Academics.	All Students	2500 Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Implementing strategies that helped boost parent involvement involves clear communication, flexible opportunities for engagement, and support for parents. Staff has been regularly updating parents on their children's progress and school events through various channels like emails, newsletters, and apps. Offering flexible engagement opportunities, such as virtual parent-teacher conferences at different times to accommodate parents' schedules. Providing resources and training on how to support children's learning at home helps parents feel more confident and capable. By making engagement more accessible and providing the necessary support, our school can foster a stronger partnership between parents and educators, enhancing students' educational experiences.

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

There were no major changes to the plan, other than focusing more on building a larger parent volunteer community.

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

We will continue to work on creating an environment where parents feel comfortable enough to join our meetings as well as volunteer in our school community. We will also proceed with in person as well as online options to promote parent participation in school wide decisions.. The school community will work together to facilitate parent interactions.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$421,542.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$18,633.00

Subtotal of additional federal funds included for this school: \$18,633.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$300,500.00
General Fund	\$17,994.00
LCFF Concentration	\$22,407.00
LCFF Supplemental	\$62,008.00

Subtotal of state or local funds included for this school: \$402,909.00

Total of federal, state, and/or local funds for this school: \$421,542.00

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	26698	8,065.00
LCFF Supplemental	75438	13,430.00
LCFF Concentration	33024	10,617.00
General Fund	18694	700.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	300,500.00
General Fund	17,994.00
LCFF Concentration	22,407.00
LCFF Supplemental	62,008.00
Title I	18,633.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	161,879.00
2000-2999: Classified Personnel Salaries	40,000.00
3000-3999: Employee Benefits	500.00
4000-4999: Books And Supplies	36,263.00
5000-5999: Services And Other Operating Expenditures	172,000.00
5700-5799: Transfers Of Direct Costs	7,900.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	District Funded	150,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	150,500.00
4000-4999: Books And Supplies	General Fund	12,094.00
5700-5799: Transfers Of Direct Costs	General Fund	2,900.00
None Specified	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	2,000.00
3000-3999: Employee Benefits	LCFF Concentration	500.00
4000-4999: Books And Supplies	LCFF Concentration	10,407.00
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	9,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	5,879.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	38,000.00
4000-4999: Books And Supplies	LCFF Supplemental	6,629.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	6,500.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	7,133.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,042.00
Goal 2	207,000.00
Goal 3	10,500.00

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

Name of Members	Role
Joseph Hanna	Principal
Larry Volpe	Classroom Teacher
Liliana Ziranda	Parent or Community Member
Raquel Ceballos	Parent or Community Member
Jannet Martinez	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

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

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

This SPSA was adopted by the SSC at a public meeting on May 3, 2024.

Attested:




Principal, Joseph Hanna on 3/18/2024

SSC Chairperson, Lillian Ziranda on 3/18/2024